MUKUL PATHAK

PSYCHOLOGY

VOLUME-4

CLASS NOTES

VAJIRAM & RAVI

2018

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(4)

Language & Communication (Paper 2)

Problems in Contemporary society (Paper 1)

~~Perception, Attention & Sensation (Paper 1)~~

Educational Psychology (Paper 2)

Sports Ψ

Terrorism

Military Ψ

IT, media & T.V

Environmental Ψ

Rehabilitation Ψ

Work & Organisational Ψ.

VAIBHAV STATIONERY

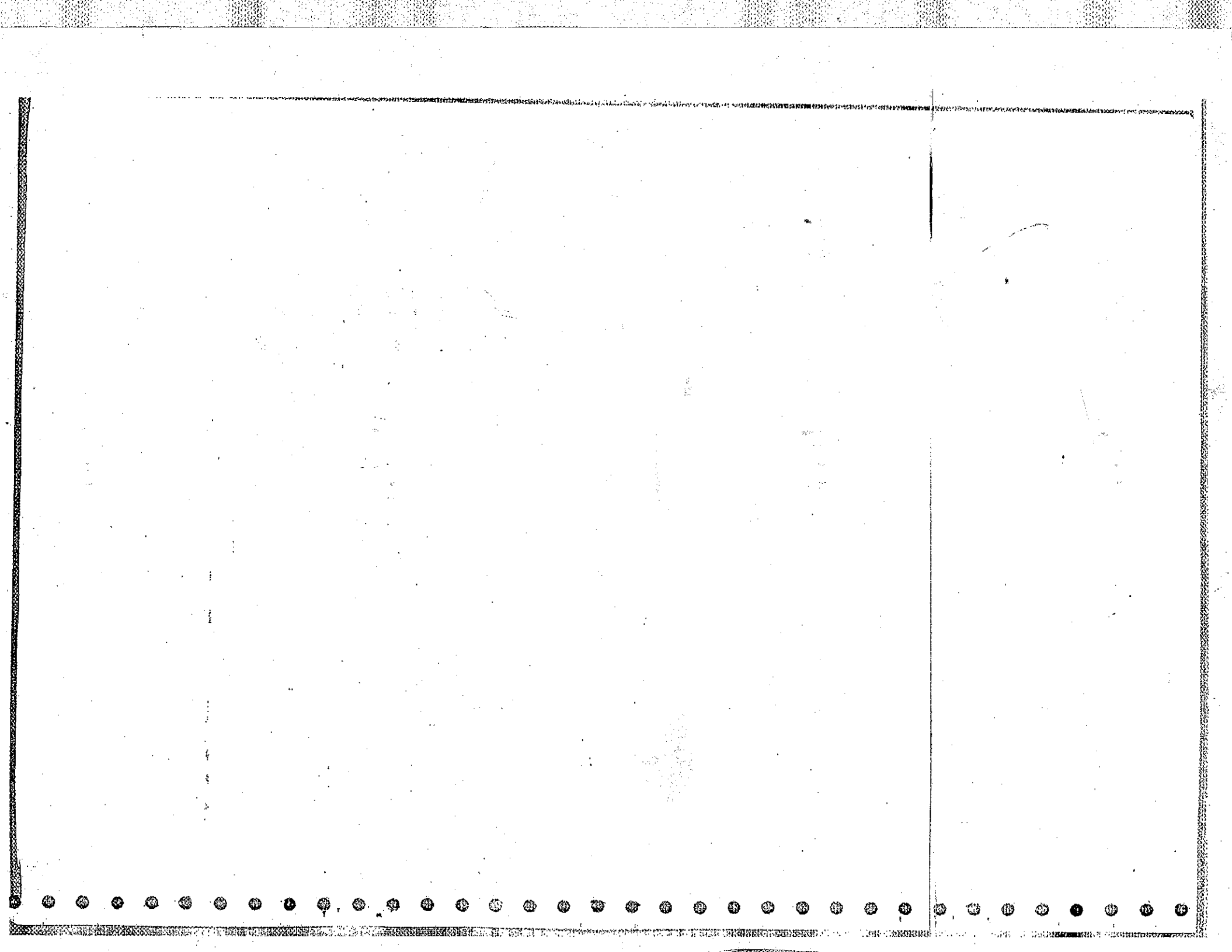
ALL KIND OF OFFICE, COMPUTER & SCHOOL STATIONERY

PHOTOSTAT, SPIRAL BINDING

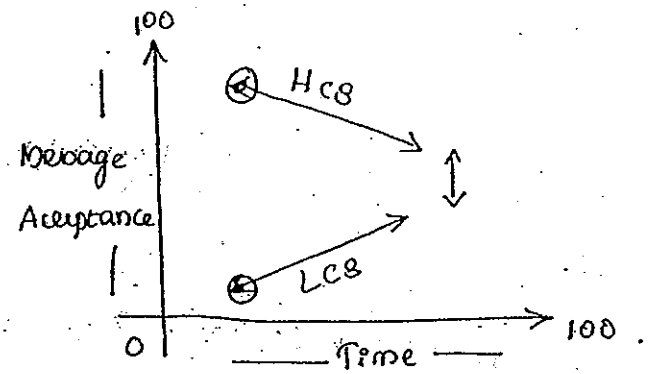
NAME: Soumya Ram

SUBJECT: PSYCHO

MUKUL



The increased acceptance for the messages from low credible sources occurs because the discounting cue gets dissociated over time.



Walster et al found that low credibility communicator may be able to persuade the audience if she is perceived as arguing against her best interest.

Hovland, Janis and Kelly found that HCS brings about the attitude change because, whenever the audience decide that the communicator is trustworthy they pay more attention to him and expose themselves more to his message

audience have greater (M) to accept what they read and hear when they decide that communicator is reliable.

POWER

Power is the ability to influence others. Greater is the source control over the (R) in which the reciever operates and greater is the power of source to reward or punish the reciever, the more likely it is that the reciever will accept the message of the source.

Attractiveness :

Attractive communicators are more successful in bringing about attitudinal change. and the most significant aspect of this is "physical" attractiveness" apart from physical attractiveness attitudinal similarity and pleasant mannerism also contribute to attractiveness. Unattractive communicators are not only less effective in bringing about attitudinal change, but they may produce Boomarang effect, where in the receiver does just the opposite of what the source advocates.

MESSAGE ATTRACTIVENESS. CHARACTERISTICS.

FEAR APPEAL

Eg: speed thrills but kills.

mild appeal to fear generally works better to strong fear appeals.

& strong fear appeals may result in defensive avoidance. where in the (board) insulates reciever itself himself in order to avoid the message given by

source and reduces stress to the trust in the source.

Strong fear appeals produce effective results only when

they pose threat to the subjects' loved ones
are presented by highly credible source
deal with topics that the receiver is unfamiliar with.
~~aims at the subject with~~ high degree of self-esteem and low perceived vulnerability to danger.

It should also talk about what can be done to bring the appeal down.

Effectiveness can be enhanced if

immediate actions can be taken on the instructions that are included in the appeal
specific instructions are provided for carrying out recommendations included in the appeal.

2.

Drawing conclusions

whether or not conclusions should be drawn depends upon audience characteristics.

Hovland & Mandell, found drawing conclusions is effective when the content presented is unstructured and complex and not intimately related to the intense attitude of the subjects.

In the situations where the audience is hostile and suspicious about the intent of the source, conclusions should not be drawn as they may view it as propaganda. like wise conclusions should not be drawn with very intelligent audience, as they take it as an insult to them (1).

However conclusion can be drawn if the audience happens to be uneducated, not knowledgeble about the topic & message happens to be complex.

SIDENESS OF MSG

The sideness of msg depends upon audience characteristics

Lumsdaine & Janis found, if the audience already agrees with the position of the communicator and the communicators task is to simply make them agree more strongly or if the audience are poorly educated then one sided msg are more effective

On the other hand if the audience disagrees with the issue or is well educated 2 sided msg would be more effective.

Brehm & Jones, found that while presenting both sides, a communicator is likely to be perceived more trustworthy merely mentioning to a skeptical audience that there are 2 sides to an issue even without explaining them can enhance communicators credibility.

Ordering of the Msg

avoid middle, either in the beginning or in the end is always effective.

middle slot ⟹ Not (↓) effective.

Emotional Vs Factual appeal

Depends upon audience characteristics.

Emotional appeal stronger than Factual appeal.

pleasant forms of distraction.

Zimbardo, found that subjects were more influenced with persuasive appeal when presented in conjunction with social distractors.

mild sex appeal' ⟹ ideal.

creativity also matters.

In general findings suggest that persuasive appeal becomes more effective when presented with moderately distracting stimuli which reinforces the individual.

Active participation of learner.

Discussion method is more powerful than lecture method as it ~~excess~~ participation of the audience.

suggestion

Uncritical acceptance of the statement, and when it comes from the powerful/prestigious source, it is called as prestige suggestion.
Prestigious source is used in the hope that the receivers would accept the message without critically examing it because of the regard that they have for the sources status.

Message discrepency.

Lattitude of acceptance.

channel factor

Persuation communication is more effective when the msg is tailored to fit the channel.
Eg complex msg in given in printed form.

Receiver characteristics.

I. Selective exposure :

Many times the receiver doesnot intentionally avoid the counter attitudinal msg but because of the culture and the ⓔ in which they operate they come in contact with only that info which supports their pre existing attitudes.

Eg : Business mans' wanting his son to be 'IAS' not another businessman

II Selective attention

Even if the persuader succeeds in (delivering the msg to the) getting the audience exposed to the msg, he often finds it difficult to control the attention the audience gives to the msg.

Findings suggests that subjects are likely to attend to the msgs that support their viewpoints and are likely to ignore counter attitudinal msgs.

Attention is interest in Action.

III Selective Interpretation ⇒

Even when the audience attends to the message there is always a possibility of them making an interpretation in line with their existing attitudes. Political figures learned to state their positions with enough ambiguity so that maximum number of people can interpret the message as agreeing with their own position.

PERSONALITY FACTORS

(A) SELF-ESTEEM → Higher the self esteem of the receiver less likely it is that the receiver will be persuaded. + conditions applied (Nothing is Independent)

Patriarchal society lowers the women status/self Esteem.
→ Women are role modelled as "SUBMISSIVE."
→ Women who reject or object are viewed as low self esteem personalities.

"Strong fear appeal works with people of High Self esteem"

Generally → High self esteem people are less likely to be persuaded.

(B) GENDER

Women are more easily persuaded than Men. and possess fewer persuasive powers. (less capability to persuade) in comparison to men.

INGRATIATION

(C) INTELLIGENCE → HOVLAND, JENIS + KELLEY

I People with high intelligence because of their ability to draw valid inferences will tend to be more influenced than those with low intellectual capabilities when exposed to the persuasive communication which relies primarily on logical arguments.

II Persons with high intelligence will tend mainly because of their superior critical ability to be less influenced than those with low intelligence when exposed to persuasive communications which

relies primarily upon unsupported generalities.

RESISTING PERSUASION ⇓

(A) BY FOREWARNING the target group about the ~~possession~~ intent ~~content~~ of the source ~~message~~

(B) By derrogating the source.

(C) IMMUNISATION was given by "McGUIRE"

He found that just as people get immunised against the disease when they are inoculated with small doses of the disease likewise sustained exposure to mild counter attitudinal message is likely to immunise the target group against the stronger attacks. Immunisation enables the target group not to only think about the arguments to defend their position but also support their existing viewpoint. Further, they learnt to refute the message.

STEPS → to make Communication Effective.

1) Use short and simple sentences having unambiguous words.
2) Clarify and inform the receiver about what you are going to communicate before you start the communication procedure
3) Use feed back.

4) wherever necessary supplement examples and illustration to support your viewpoint.

5) Listen carefully with understanding.

6) Make the Verbal message congruent with non-verbal message.

7) Create environment which allows for free expression of ideas.

8) Develop organisational structures which minimise the chances of filtering wherever possible use face to face communication.

9) Use credible source

10) Examine the purpose of communication and consider the content of message from the receivers viewpoint.

11) Use symbols that the audience understand.

12) Communicate something that is of the interest to the audience & that is valued by the audience.

Language → Is a system of sounds and symbols that when combined according to certain rules results in meaning i.e; intelligible to all speakers.

Language is an abstract i.e; unique to human beings and the characteristics that give it uniqueness are ⇓.

Ⓐ DISPLACEMENT → Human beings can talk about objects and events which are remote from speaker in time or space or both. Because of this ability we can describe things that have happened in past or will happen in future.

Ⓑ DUALITY OF PATTERNING → In human language a limited range of distinguished sounds can be combined and recombined into enormous vocabulary. Though the signal elements may themselves be meaningless but a patterned combination of them is meaningful. It is this capacity to combine and recombine sounds to create new meanings makes human language a meaningful and effective tool for communication.

© PRODUCTIVITY ⟹ 'Language is generative.'

Human beings are capable of producing and understanding utterances which have never been heard or produced before.

The productivity of human language makes it capable of infinite expansion. Thus Human language is an open system whereas vocalization of animals continues to be a closed system.

(D) PREVARICATION → It refers to the ability of human beings to lie or talk non-sense with deliberate intention.

It is ability to communicate about communication system itself.

Reflectiveness is a unique property of human beings.

(E) LEARNABILITY → It implies speaker of one language can learn all other languages. There is no language which can not be learned by normal members of human race.

STRUCTURE OF LANGUAGE

1) UNITS OF LANGUAGE

2) RULES OF LANGUAGE

1) UNITS

(a) Phonemes:→ (Phone — speak sound)

smallest unit of language that distinguishes meaning.

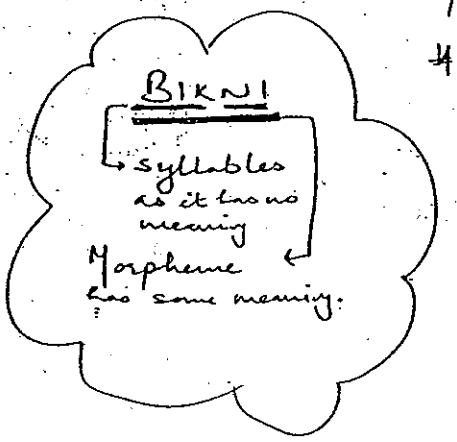
(# In English Language there are 45 phonemes.)

(8 mins. — 15 min.)

e.g; Phonemes — Father & Cane

the sound created is different of 'a' in both the cases.

(b) ** Sylabells:→ (Smallest unit of speech perceptias)



Morpheme are the result of two or more syllables. or two independent words combined.

(c) Morpheme → Smallest Unit of speech perceptias that carries meaning.

2, types → 1) Free Morphemes

2) Bound Morphemes.

Free Morphemes are words in themselves that have meaning.

Bound Morphemes are those which get meaning only when combined with words.

3) RULES of Phonology

These rules indicate which combination of sound are permissible and which are not.

Rules of Morphology → They indicate how phonemes combine to form words

Rules of Syntax → Define how words combine to form sentences.

Rules of Pragmatics — Deal with use of language in social context.

STAGES OF LANGUAGE DEVELOPMENT

1) PRE LINGUISTIC STAGE (0-1 year)

6 Months — 'Cooing' (producing variety of sounds).

6-9 Months — 'Babbling' (consonent vowel pair eg, DaDa).

" 9-12 Months — 'Ecolalia' (repeat the verbalisation of others).

Rudrigo

2) ONE WORD STAGE - (1-2 year)

Characterised by HOLOPHRASES → these are one word utterances which carry different meanings at different times.

3) TWO WORD STAGE (24-36 months).
speech is telegraphic. devoid of prepositions and conjunctions as they require higher order processing (superstitions).

4) MORPHO SYNTACTIC STAGE (36-48 months).
~~Marked by child's ability to~~ speak grammatically correct sentences. There occurs expansion of telegraphic speech. Increase in sentence length and child attains near complete mastery of syntactic rules.

"THEORIES" OF LANGUAGE DEVELOPMENT

Two Views
1) Empiricistic → skinner
2) Nativistic → chomsky.

at present → Interactionist — VYGOTSKY.

#Our language determines our thoughts.
— WHORF
— SAPIR.

Language ⇌ Thought.
influence
bidirectional → at present in today's world it is a bidirectional process.

"Language has some influence on thought and thoughts has some influence on language."

One who is poor in language is not poor in thoughts processing.

language dev cannot be equated with general cog. dev in an individual.

language represents a unique case in our cog. development.

If given a chance to choose btw Chomsky & Skinner choose Nativists. as nature / biology plays an imp role.

Empiricists believe that language is primarily acquired by conditioning process, the child acquires words phrases and sentence through the reinforced repetition of adult speech pattern to which he is exposed. Parental reinforcement serves to gradually shape the childs' verbal behaviour through successive approximation until it becomes more and more like adult speech pattern, some inpiricists also believe that the child picks up words, phrases and sentences directly by immitation. & then through reinforcement and generalisation learn their appropriate use.

Skinners' theory of Lang.

Skinner has used operant or instrumental conditioning model to explain lang learning. He considers language as a set of operant responses shaped by parents teachers and peers being brought under the control of stimulus reinforcement.

In his book "Verbal behaviour" Skinner considered human speech to be consisting of.

1. → Mands

Mands are the neologisms.

for command and demand. they are verbal operants in which a response of a given form is characteristically followed by a given consequence in the verbal community.

Mands are verbal operants where response is reinforced by a specific consequence and therefore are under the control of certain conditions of deprivation thus Mands are utterances controlled by drive states.

Eg: utterance water when one is thirsty is a eg of mand. Mand functions primarily for the benifit of the speaker.

TACTS :

Verbal operants in which response of a given form is evoked by a particular object or event or the property of an object or event.

Tact functions are involved in the process of learing to name the object, event or their properties of an object / event.

Parents and teachers reinforce the children for using tacts.

Eg: seeing a chair, child says chair, then the 'dad', 'chair' is reinforced by the parents

Tacts may also be under the control of private stimuli.

ECHOIC

are the imitations or the echoes of another persons utterances and are controlled by previously heard speech, It is the pronounement of the word that is heard.

In Skinner's words, "verbal utterances that generate the sound pattern similar to that of stimulus are echoic." It is direct verbal imitation on the part of the listener to something said by the speaker. a significant vocabulary dev during childhood can be accounted for in this manner.

TEXUALS

These are controlled by written materials - textual pronouncement is the word 'read'

Intra - verbals

social phrases that are through taught to the child. these phrases are usually taught by the means of word association tests.

Eg : Black & white.

AUTOCLITICS

are the verbal behaviours based on other persons verbal behaviour, they are the operants involved in assertion.

Is is going to Rain ? Yes it is.

NEGATIONS. negations or inquantification of the response. and in complex, syntactical/grammatical Ordering of sentences.

The English speaking community for instance reinforces the autoclitic involved in spoken language so that the distribution of nouns, verbs and other sup aspects of grammar are correct.

Criticism :

High degree of linguistic competencies acquired by the child in a very short time, It is impossible that vocabulary syntax and other features could be acquired in other such language.

~~Child's initial grammatical constructions are not the~~ exude approximations about speech as conditioning would demand

There is no evidence to show that parents train children in this by systematically setting up reinforcement schedules.

children who have congenital defects of speech & who are deaf. show well developed comprehension of lang.. these defects employ that these children couldn't have acquired this ability through reinforcement.

Nativistic view.

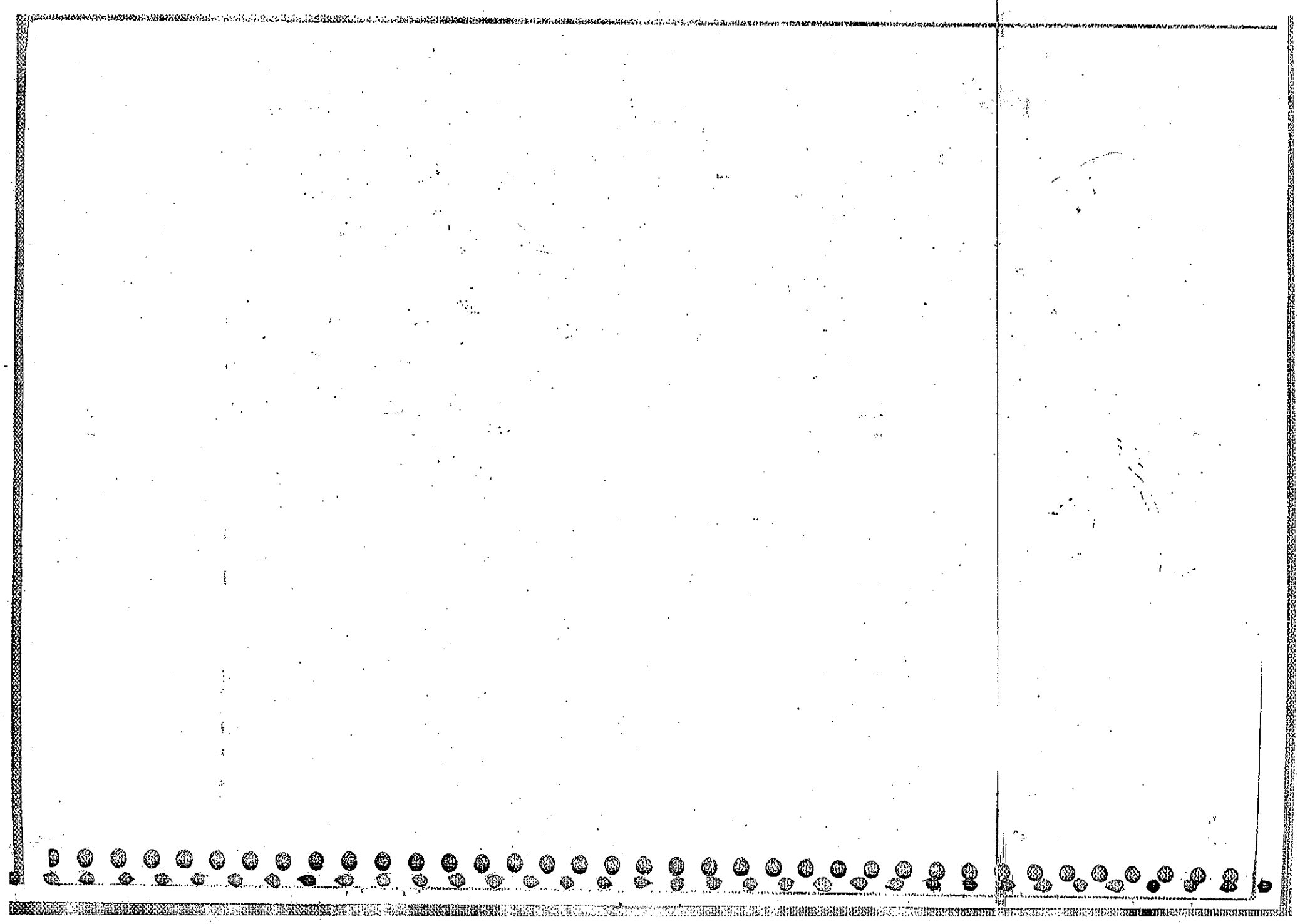
They considered human beings as having innate capacity to become language using organisms. they have innate dis predisposition to learn language.

Lenneberg is of the opinion that children acquire language without

and they do so at an age when many other difficult intellectual concepts are beyond their abilities. children seem to develop language over under the most unfavourable (E) conditions thus capacity for language is biologically determined & the (E) only helps us achieve our biological potential.

Problems In Contemporary Society.

1. Altered state of consciousness (20)
2. Meditation (20)
3. Hypnosis (20)
4. Sleep & dream (30/10)
5. Drug induced changes (10)
6. Psychokinetics (20)
7. ESP [Extra sensory Perception] 20
8. ISP (Inter sensory perception (10)
9. Stimulus deprivation (10)



Benifits of Meditation

It helps to enhance creativity.

enables individual to demonstrate more successful coping.

because it produces relaxation, therefore it can be useful in the treatment of no of disorders. (physiological)

integral part of technique like, integral therapy, implosive therapy & systematic desensitisation, which requires the patient to relax.

II # HYPNOSIS

Comes from Greek wood Hypnos — "God of sleep."

Term was coined by Braid

technique was developed by Franz Mesmer.

↓ Mesmerism.

Freud & charcot began using hypnosis in PSYCHOTHERAPY.

Hypnosis gained respect

whats in here!
relaxation
altered perceptions
heightened imagery.

Hypnosis is a procedure where in changes in sensation, feelings, thoughts, & behaviour are suggested.

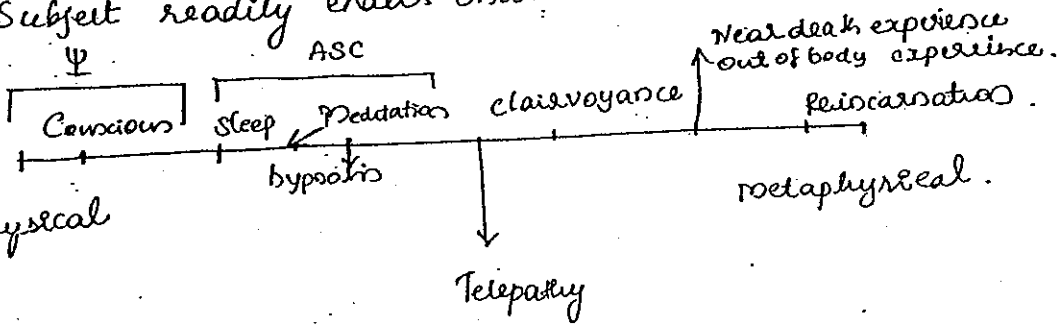
⟹ Krish & Lynn.

"Hypnosis is, sleep like altered state of consciousness which occurs through the non physical influence of one individual being over another, in which there is increased responsiveness to suggestions and commands and a failure to distinguish b/w subjective & objective reality."

Characteristics of Hypnosis :

Hilgard & Hilgard

1. subsidence of planning function. [no initiation from subject]
2. Redistribution of attention. [Focus on hypnotists' voice]
3. Availability of visual memories from the past and the heightened ability for fantasy production.
4. Reduction in reality testing and tolerance for persistant tolerance distraction.
5. Enhanced suggestibility. becoz of lack of initiative selective attention
6. Subject readily enacts unusual roles



7. Amnesia for what transpired within the hypnotic state and Post hypnotic stages.

I

large individual differences exists, not all individuals can be easily hypnotised.
about 50% of adults are highly susceptible and 10% highly resistance & rest are somewhere inbetween.

Wallace found that the (P) who tend to have vivid and frequent fantacies or who are high on vivid imageries tend to be more susceptible to hypnosis.

Crawford found that (P) high in the state of absorption which is the tendency to become deeply involved in sensory and imaginative experiences show greater hypnotic suggestibility.

Ross & Nagarow, individuals who are dependent on others & oriented towards seeking directions & reinforcement from others are specially susceptible to standard hypnotic procedures In contrast who emphasise rationality and personal control of situation (I) tend to be susceptible to self induced hypnosis.

Council. expectations play an imp. role in hypnosis
The extent to which the (I) expects to be influenced by hypnotic suggestions decides to what extent he will be hypnotised. hypnotisability therefore to some extent is a matter of faith.

STEPS IN HYPNOTIC TRANCE

6.

Preparation of the subject

Reduction or removal of fear and apprehension that subjects have about hypnotism.

Induction phase

The hypnotist actually hypnotises the subject there are many induction techniques the best ones are associated with relaxation attentional focus and imagery. Induction procedure are typically composed of a series of suggestion aimed at illiciting subjects co-operation and directing his attention to thoughts and feelings about being relaxed & peaceful.

sleep	Vs	Hypnosis.
Atonia muscle tone disapear		the person can get up & move.
Person is not suggestible		person is highly suggestive.
no such thing brain activity. ↓		Reprogramming of ↓conscious sub mind by blocking the conscious mind.

Induction procedures

Hypnotic phase

Once hypnotic state has been induced in the subject the subject is in neutral hypnosis where in his physiological responses are identical to those of the relaxation response.

slowly subjects are taken to the state of waking hypnosis where in they are asked to carryout suggestions provided by the hypnotist, in this state subjects are also provided with suggestions to be carried out after they are awake. these are referred to as post hypnotic suggestions.

waking UP

It involves coming out of the 'trance'

Post (H) state/phase

The subjects tend to follow the suggestions that had been given to them in the hypnotic phase and were instructed to follow once they had come out of the hypnotic phase.

THEORIES OF HYPNOSIS.

Four ~~Too~~ types

Dissociation theories # Neo-dissociation.

Role taking theories # Cognitive behavioural T.

DISSOCIATION THEORIES

dissociation of consciousness. (awareness)

Given by Janet,

Developed the idea of dissociation of consciousness as a result of works with hysterical patients.

Janet is of the opinion that hypnosis is an example of dissociation whereby areas of individuals behavioural control seperate from ordinary awarness

Hypnosis would remove some control from the

conscious mind and the individual will respond with automatic reflection done - reflexive behaviour

Neodissociation

Hilgard hypothesized that hypnosis causes the subjects to decide their consciousness voluntarily one part responds to the hypnotist while the other retains the awareness of reality his theory is based on two assumptions there is a central control system that performs planning and monitoring function in brain. beneath the central control system are relatively autonomous subordinate cognitive behavioural systems.

In normal state the two control systems work in harmony with each other, in the hypnotic trance, the two systems are dissociated from each other, hypnotic suggestions are believed to act upon central control structure causing it to create communication barrier that separates a segment of itself from conscious awarness.

HYPNOTIC INDUCTION / Suggestion

central control structure

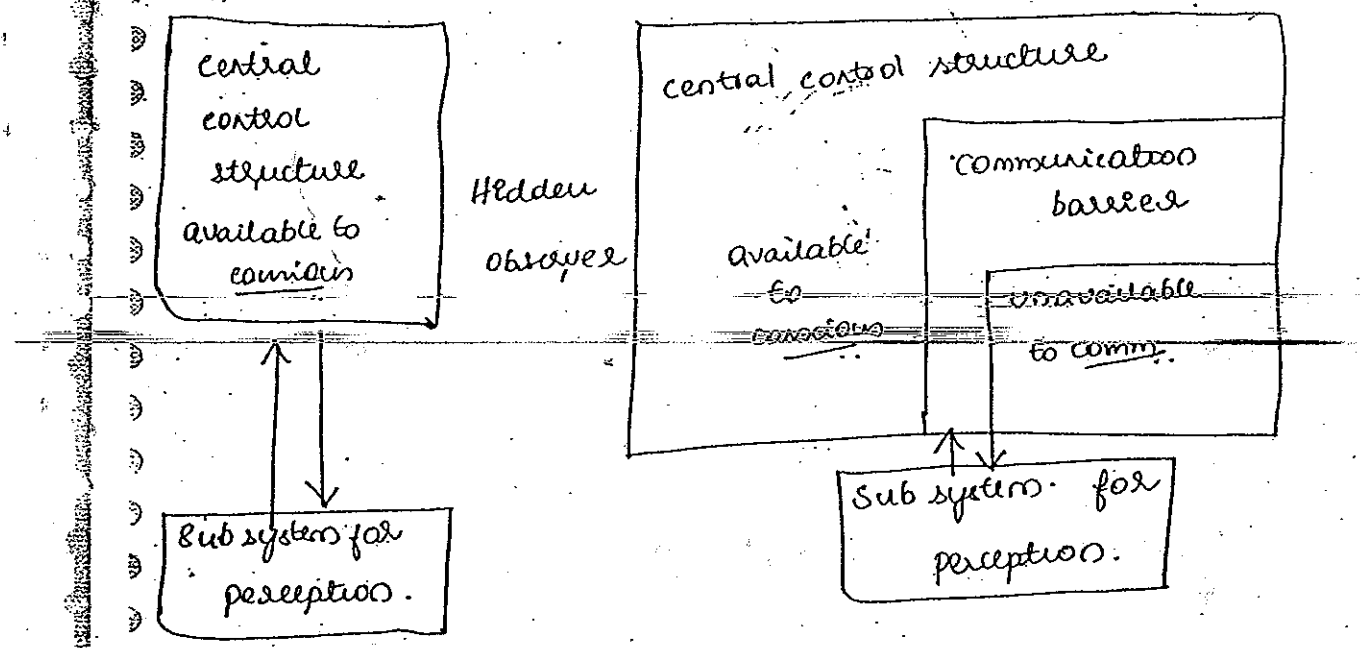
available to consciousness	communication barrier	unavailable to consciousness.

central control structure available to consciousness.

⇅

Subsystem for perception.

HYPNOTIC INDUCTION / Suggestion



SOCIAL ROLE-TAKING THEORY

Sarbin argued that hypnotic represents motivated attempts to fulfil socially constructed roles of hypnotic subjects

Social constructionism and role taking theory of hypnosis suggests that individuals are enacting a role and that is no such thing as 'hypnotic trance'. a socially constructed relationship is built depending on how much rapport has been established btw the hypnotist and the subject.

Cognitive behavioural theory.

Barber, Spanos and Chaves proposed a non-state cognitive behavioural theory of hypnosis, similar in some respects to sarbin; social role taking theory It explains hypnosis as an extension of ordinary real processes like imagination, relaxation imitation, social compliance etc.

Barber has argued that responses to hypnotic suggestions were mediated by a positive cognitive set consisting of expectations, attitudes and motivation Areas

Araoz has coined the acronym TEAM to symbolise subjects orientation to hypnosis in the form of Trust Expectation Attitude Motivation

Applications :

As an anasthetic and analgesic.

In terminal illness. (cancer)

For producing relaxation

In behaviour therapy systematic desensitisation implosive therapy

Recall of buried memories.
(ego etc) (traumatic experiences that have been repressed from the consciousness may be recovered & relived under hypnosis and the emotional tension associated with them discharged and thus permitting the experience assimilated into self structure.

→ witness to the crime

It has been very useful in bringing the criminals to the justice

hypnosis can be used with the witness to a crime to obtain additional info which could be useful in Forensic Sciences.

Is sleep an altered / alternative state of consciousness?

It is better to call it as an alternative state than as altered state.

cycle of wakefulness & rest....

Everyone experiences it ... Essential

REM is a state of Paralysis.

"Dreams are the Guardian of your sleep. - Freud.

Sleep restores and rejuvinates

---

altered state of Hypnosis

* hyper suggestibility

control ↓

dependent on hypnotist

Altered states of meditation.

no —

control ↑

self.

SLEEEEEEEEEEEEEEEEEP :)

Sleep is an altered state of consciousness, which all of us experience. It is characterised by.

Relaxation in muscle tension

Reclined posture

~~changes in the pattering of EEG & are indicator of~~

physiological process

Earlier it was thought that brain is not active during sleep but now this has been dispelled because,

The presence of dreams and nightmares indicates evidence for cognitive activity.

Various physiological indicators suggest that brain is active.

Why do we sleep ?

Factors affecting sleep ⇒

Circardeal Rhythms

~~often~~ One essential factor that determines when we fall asleep is circardeal rhythm a tendency to follow a 24 hours cycle appears largly to be the by effect of synchronicity.

We generally have regular times for eating, watching T.V & going to bed. We tend to constantly reset our biological clock so that they are acceptable to 24 hrs a day when we free ourselves from normal

synchronising effects of the (E) we often experience great difficulty in getting back into our normal routine. The time we fall asleep, the soundness of the sleep and the length of our sleep are linked to the output of epinephrine by the adrenal glands. when epinephrine level decline we tend to fall asleep.

when epinephrine level ↓ we sleep
↑ we wake up.

The researchers have suggested that the rhythm of adrenal gland is controlled by the hypothalamus in other words circardial rhythm is caused by some rhythmical activity in the hypothalamus.

(E) arousal

Waking when exposed to the situation of high bodily arousal we cannot go to sleep. & we have troubles staying asleep.

Sleep deprivation

One imp factor that determines if and when we go to sleep is the length of time that has passed since we last slept.

Individual differences

Personality variables might predict the rhythm of daily patterns

Extraversion is associated with better performance in the evening where as introversion is associated with better performance in the

[Performance in vigilant task.]

Impact of sleep deprivation :

Lapsing ⇒ refers to unevenness in performance with sleep deprivation.

In situations when people have to react quickly lapsing is a major safety concern, sleep deprived people may at times respond quite slowly to the crisis situation though sometimes they may react normally.

Memory problems

Sleepiness is often compared by reduction in accurate immediate recall, this could be due to a no. of factors including lapses and failure to encode info properly.

Cognitive slowing

When people are sleep deprived, log responses no ↓ in a self phased task, this cognitive slowing is called as a result of "micro sleeps" which are very short sleep episodes introjected into otherwise wakeful state.

Micro-sleep appear to increase as the SD ↑

Vigilance decrimination and habituation

This occurs decline in performance. On vigilance-task as the sleep deprivation occurs generally speaking performance decriments cause by sleep loss might not be

apparent at the start of the work day but gradually surges as the day proceeds.

Reduction in α-Rhythm.

sluggishness in respiratory and heart rate

~~difficulty in focusing the eyes.~~

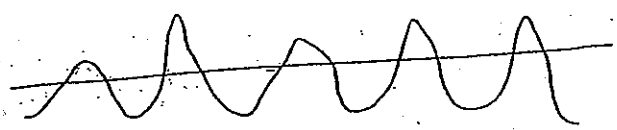
mild biochemical alterations

increased sensitivity to various pains and aches.

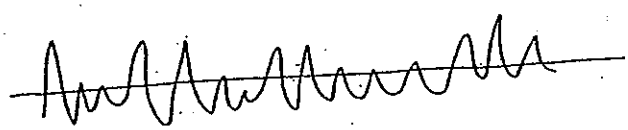
Raphae nuclei is responsible for sleep. in RAS.

Biologically speaking, we can define sleep as a restorative state in which body makes up for the energy lost during various metabolic activities. sleep also allows vital body organs to have some rest by slowing down their activities.

SLEEP & ITS STAGES



Delta waves 2-3/sec } when sleeping.



Beta waves 18-30/sec } when aroused

Gamma waves 30-50/sec } Highly aroused.

α waves 10 cycles/sec } .....

θ-waves 5-7 c/sec } in children & adolescents Present when α ways are blocked.

NREM sleep
Sleepwalking
atonia — no muscletone ↓
In some cases it's seen in REM as well.

Harvey Hobart & Loomis were the pioneers in sleep research, however the systematic effort in sleep and dream research came from ~~Aserinsky & Kleitman, they showed that~~ sleep is all or none phenomena we enter into sleep in a stepwise manner and the sleep occurs in a cyclic manner.

They also identified two sto types of sleep.

NREM
REM [Rapid Eye movement]

NREM has four stages

Stage 0 ⟹ [Pre-sleep stage]

Person relaxes, lies down, stretches the limbs and prepares to sleep.
He is physically relaxed but awake and slowly moves to stage 1.

Stage I Light sleep stage

The eyes are closed during Stage One
Body is relaxed
One can be awakened without difficulty
If aroused from this stage of sleep o the person may feel that he/she has not slept.

NO sleep spindles here
+ delta waves

It may last for 5-10 minutes
Many may notice the feeling of falling

Brain waves less regular.
during this stage of sleep, which may cause sudden muscle contraction.

Stage II

- Intermediate sleep stage
- characterised by the presence of spindles.

~~Spindles low voltage rhythmic sequences of 12–14 cycles/sec.~~
which last for a brief period of 1 sec.
delta waves may/maynot be present but are never interspersed with spindles.
muscle tone is mixed with periods of muscle relaxation

Heart rate ↓ Body temp ↓
Body prepares to enter deep sleep

Stage III
Deep sleep stage
It is characterised by the presence of delta waves in significant proportions for the first time.
for nearly 50% of total waves are Δ waves & are interspersed with spindles.

IV Deepest sleep.
most diff. to wake the person up
delta waves dominate this stage
more than 50% of the total waves are delta waves and are interspersed with spindles.
Bed wetting and night terrors in this stage.
the feature of this stage is that when as strong inpersonal stimulus fails to wake the person up but sometimes

sleep terror NREM
nightmare REM

Personal or familiar can arouse the subject.

REM sleep.

these four stages are over in about 60-90 minutes. but the person doesnot wake up. instead EEG patterns resemble that of stage 1 but the person is deep asleep.

the Eyes that were rather to stable begin to move rapidly and the person enters into REM stage. when the subject is aroused in this stage he often reports a dream and this REM stage is also called as paradoxical sleep. because the brain wave activity as recorded by EEG reveal light sleep and yet it is very difficult to wake the person up.

REM periods occur approximately after 60-90 minutes during entire time we are asleep as the night progresses they become longer and longer. the first REM period may last only 2-5 minutes but the fourth may continue till 20-40 minutes.

during an average night sleep the accumulated time spent in REM periods account for 22% of the sleeping activity of the normal adult.

stages 3 & 4 that appear more prominantly in the first half of the night account for another 22% of our sleep time

and slightly over half of the total sleeping time is taken by stage II and remaining by stage I.

There are no gender differences in the amount of patterning of sleep. but age is an imp variable.

As we enter into our 60's there is decline in our sleeping time for all normal people stages 3 & 4 tend to disapear in second half of the night as REM becomes more prominent.

Significance of NREM & REM sleep

NREM sleep has restorative function, it allows vital body organs to take crutial rest by slowing down their activities.

In NREM state heart beat at 60 bpm

respiratory rate is also evenly paced

NREM sleep enables body to replenish chemical substances that aids tissue repairs and growth and carry out protein synthesis.

Changes in muscle tenion occurs during sleep both NREM & REM. but muscle tension in REM sleep is much lower than what we find in NREM sleep. Because muscles are atonic, this explains why we don't act out our imagined activity during dreaming.

Early studies of REM deprivation showed that people deprived of REM sleep for one or more nights show REM-Rebound i.e if allowed to sleep without interruption whole night they spend more time in REM sleep than usual.

this observations lead the researchers to conclude that REM must indeed be imp for normal functioning.

DREAMS

Our emotional responsiveness is greatly increased during REM sleep.
Emotions of surprise terror, comparison etc are displayed by REM sleepers
Erotic stimulation has also been reported by REM dreamers.

A person who is deprived of REM sleep (he was wakened up). Next time he sleeps he spends more time in REM sleep than NREM. REM Quota = no compromise.

Dreams, these occurs Wishfulfilment
- S.F.

Divergent thinking is facilitated in dreams.

People who are high on trait of absorption have ↑ imagery.

REM sleep caused/facilitates ↑ neural disinhibition [helps release emotions]
depressed people need neural excitability
So it is believed that such people should be deprived of REM sleep so that they are really excited in daytime

could be used as a treatment for depression in future.

REM sleep is v. imp. If a person is deprived of REM sleep, he could even die for the same reason

Hartman found that during REM sleep emotional content is dissipated or reduced. REM sleep can dissipate emotions caused by the stressful stimulus.

Greenberg, et al after making subjects watch a stressful movie, allowed one group of subjects to have a

I g Undisturbed sleep
II g REM deprived sleep
III g NREM deprived sleep

} after sleeping the subjects were shown movie again and their reactions were assessed

⇓ REM sleep deprived sub showed greater anxiety suggesting that the opp. to experience REM sleep produced some dissipation of -ve emotions caused by stressful events in the movie.

Lewis & Glaubman, found that REM sleep is characterised by mental activity that is extremely flexible and divergent showed that REM facilitates divergent thinking

Vogel has suggested that REM deprivation leads to greater neural activity or excitability during waking state, this neural excitability increases drive motivated behaviour such as sex, aggression etc, it is argued that depression that results from lack of neural excitement can be treated by REM deprivation as such deprivation would employ increased neural excitability in people when they are awake.

Steven Ellman, is of the opinion that during both sleep and wakefulness the +ve reward system also called as Extracranial self stimulation system needs to be periodically fired.

ICSS system needs is assumed to maintained (M) when we are not involved such as eating, drinking and aggression and is turned off when we are involved in these behaviours.

During sleep REM sleep is responsible for periodically firing ICSS system.

Implicit in the Ellmans theory is the idea, that (C) is rich source of stimulation that will periodically fire ICSS system in sleep body needs to generate similar stimulation that will fires ICSS system REM dreams have vivid compelling quality that like that of external environment that ensure the firing of system

This also explains why infants spend so much of time in REM. In the absence of external stimulation they will need to generate stimulation that will keep ICSS in a state of readiness, if they are not in the state of readiness their threshold for motivated behaviour would decrease.

Memory consolidation occurs in Dream.

So Sleeeeeeeep & Dream.

Dreams

Dreams are series of thoughts ~~xxxxx~~ passing through our mind when we are asleep.

② are the products of imagination where memory is ~~confused with~~ reality. temporarily

Dreams are spontaneous & often ~~xxxxx~~ whereas thinking that we do in our normal state is orderly rational and we exercise great control over it.

Characteristics

Dreams contain vivid imagery, imagery is much more than in normal waking life.

Dreams usual involve visual imagery but imagery generated by other senses can also be experienced in dreams.

Dreaming is thinking during sleep. brain displays the thinking patterns that are not the part of waking state.

Foulkes, has distinguished two types of dreams

NREM → less vivid, less emotional & more thought like.

REM → are more vivid, bizzare & emotional

Inter sensory/ cross modal perception is common

"I felt a touch".

"I smelled something"

STUDIES ON DREAMS

Calvin Hall studied 10,000 dreams and found that they are favourably inclined towards emotionally -ve side

Kahn et al found that -ve dreams are of two types,

Bad dreams, which cause sadness & unhappiness. Spark mild -ve emotions

Night mares & night terrors, less frequent but cause physiological arousal because of their frightening content.

Van de Castle, found that socio-cultural environment in which a particular gender operates influences the kind of dreams it sees.

for [eg] American men see dreams related with physical activities, achievement & success. Their dream contained sexual & aggressive content whereas American women dreams usually revolve around family and kitchen themes. In their dreams events of interpersonal life, were frequently represented.

Foulkes found that in childhood, dreams are based on impersonal motives but by the age of 5-6 years interpersonal themes start appearing. The concept of self gets evolved. and it starts dominating the dreams more & more as the age progresses.

Dement & Wolpert, made their subjects to sleep and when asleep presented them with a variety of external stimuli. like for eg, on one group of subjects water droplets were sprinkled and others were made to hear some music, It was found that nearly 25% of subjects reported the dream corresponding to the stimuli they were exposed to thus dreams happen to be the guardian of our sleep. becoz those stimuli which carry the potential to disrupt our sleep. get incorporated into our dreams and this ensures the continuation of sleep.

Bokert et al, took 3 groups of subjects.

I group — Hungry but not thirsty and were made to sleep in that state.

II group — thirsty but not hungry

III group — Overeat & then sleep.

Bokert found that subject reported dreams that had significant correspondence with their preceding physical state.

Material for the (20)

1. physiological state.
2. cultural background.
3. External stimuli.
4. Childhood experiences.
5. Day residue

↳ refers to recent experiences of waking life that are influencing us.

where are dreams stored ? LTM.

Dream — Altered state
waking up — waking state

Symbols used are different. ⇓

(00)

It could be ⇓/due to

- # ⇓ LTM
- # External (E)
- # immediate past
- # unconscious, those parts which we cannot reach.

} Not definitely ⇓ STM becoz, duration is so short.

THEORIES OF DREAMS.

PSYCHODYNAMIC THEORY

Freud considered dreams to be the royal road of unconsciousness, ⇓ dreams the repressive defenses are lowered and there are chances that latent impulses may find their expression.

F, was of the opinion that (00) have fulfill two objectives, they are the guardian of sleep.

Wishfulfilment. [imaginary achievement of goals]

There are two types of contents.

Latent & manifest,

Latent Manifest content is the (2) as it appears to the dreamer

Where as latent content refers to hidden or disguised feelings that are seeking expression.

Latent content includes the deeper motives that are disguised becoz they are dangerous and the proces of transformation

from latent ⟶ manifest is called dream work.

Freud in his disguised theory of symbolism stated that there are 2 kids of symbols that are used in ⓓ

Denotative symbols, which are reference to specific objects and events

Metaphorical symbols which stand for something other than what appears to be.

They conceal from the dreamers the true meaing of the dream.

Dreams are symbolic because an idea cannot appear in its usual form when it is symbolic, it is the symbol that enable abstract thoughts and feelings to be generated in the concrete form and these symbols are to Freud are universal.

Critical analysis

Too much of emphasis on sexual and aggressive content of the ⓓ.

symbols are universal has not been accepted by most of the contemporary Ψ

the Freudian idea that dream is the guardian of sleep is only partially true. as we have nightmares which happen to disrupt our sleep.

Freud stated ⓓ to be wishfulfilling, which is only partially true. [Cohn & Hall's theory]

Information Processing Approach

ⓓ are the glimpses of complex activity occuring in our brains at night. When we are asleep our brain is processing the info acquired during day time, new info is categorised as useful & not useful.

Useful info is assimilated into existing knowledge and the dreams are the reflection of there ongoing processes.

Crick & Mitchison, have related dreams to forgetting and are of the opinion that dreams enable us to erase unwanted info from our LTM, if it is not done the brain would be overloaded with unnecessary info. dreams :: are the neural activities through which brain goes about with house keeping function.

Criticism :

Though this theory has empirical backing it has been challenged by some ☥ on the grounds that dreams have much greater significance than merely house keeping, the very fact that many creative discoveries were made in sleep supports the view that dreams represent much more than mere housekeeping function.

PHYSIOLOGICAL APPROACH

Hobson is of the view that dreams are the subjective experiences of what is in essence, random neural activity. This neural activity may reflect its processing tasks or may occur because minimum amount of stimulation is necessary for normal functioning of the brain.

Criticism:

If dreams are the results of random neural activity then how is it that we can notice well integrated dreams

"Drug is any substance, that when consumed by a living organism modifies one or more of its function"

— WHO

Gilly, defined drugs as compounds because of their chemical structure change the structure or functions of biological systems.

Drug is any biochemical substance that influences the bio physiology of organism.

Drugs can have both +ve & -ve effect.

+ve when a drug is taken to fight a disease or build health.

-ve when drugs are taken for the purpose of entertainment or enjoyment and this pleasure in long run weakens the body of the person., the drug is said to have -ve effect.

Classification of drugs.

Stimulants,

are the drugs which activate CNS

Eg: Coffe, Tea,

Depresants

are those which deactivates / reduces the function of CNS

Eg: Alcohol, barbiturates.

Psychodedics / Hallucinogens.

mind ~~xxxx~~ expanding drugs.

Eg : LSD.

Two methods have been used to study the influence of drugs

Questionnaire method
Experimental method.

TART, coined the term ASOC

Marijuana [Cannabis Sativus.]

Tart did extensive studies on (M) users and concluded that,

It has a progressive effect
There are individual differences with respect to its effects.
Small doses of M, creates creativity.
Higher doses increase effectiveness, they may cause hallucination & fantacy.

Barmind found that sustained use of (M) result in personality shift toward passivity and lack of motivation.

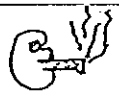
Miller etal found that M, may interfere with memory.

Collins & Fair Brother, report that M users state that, M, reduces sexual inhibitions, ↑ sexual pleasure, and ↑ the feelings of relaxation.

Belle et al found that, (M) leads to slowing down of time perception, everything appears to be in slow motion.

Used Experimental method,

Group I High conc.

Grp II  Low concentrtn

Grp III placebo.

} None of them reported any ~~strange hallucinations, feelings~~ & fantasies.

Same Expt done again with subjects who had long history of M, smoking.

All the groups including the placebo grp reported changes, indicating the role of Expectancy.

Mendelson et al, on the basis of their study concluded that the effects produced by (M), depends upon

- # Social context
- # Personality of the individual
- # Prevailing mood of the individual

Drug dependency

Withdrawal symptoms occur on the abrupt discontinuation stopping of consumption of any drug.

Potency / tolerance for the drug ↑ over time. increased

LSD [Lysergic acid diethylamide]

Blank studied a large no of LSD users using Questionaire method and on the basis of replies by them concluded that

Any drug will have 2 effects

Ψcal Effects
Physical Effect

Biophysical dependency
⇓
addiction.

When person consumes drug indiscriminantly without any proper medical consultation or advice.

⇓ MISUSE
⇓ overdose (continued)
ABuse

1. Users reported various mysterious & non mysterious cal experiences

2. All users claimed that LSD consumption had ↑ their Objectivity.

3. All users

4. All users displayed extreme sense of reverence for some peculiar object (eg shoes, shoelace) and

5. All of them believed they were beyond time & space.

6.

Cohen, found that sustained use of LSD leads to nausea, vomiting, restlessness, headache and a general decline of effectiveness.

Jarvik found that consumption of LSD resulted in. intellectual decline and mental deterioration.

Sensory deprivation Or STIMULUS deprivation

RAS needs perceptual variety & stimulus variety for optimal functioning of the individual

~~If there is, under stimulation / monotony, Erasmus of the (E)~~

⇓ results in

perceptual / sensory / stimulus deprivation.

Person may end up having,

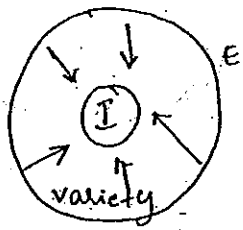
mental disorders & disorientation to time, place and person.

It can be the other way round also,

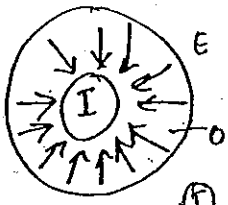
lots of stimulus ⟹ stimulus overload

⇓

(I), having adjustment problems in his (E).

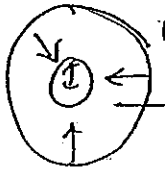


(I) ✓ well adjusted optimum functioning.



over stimulation

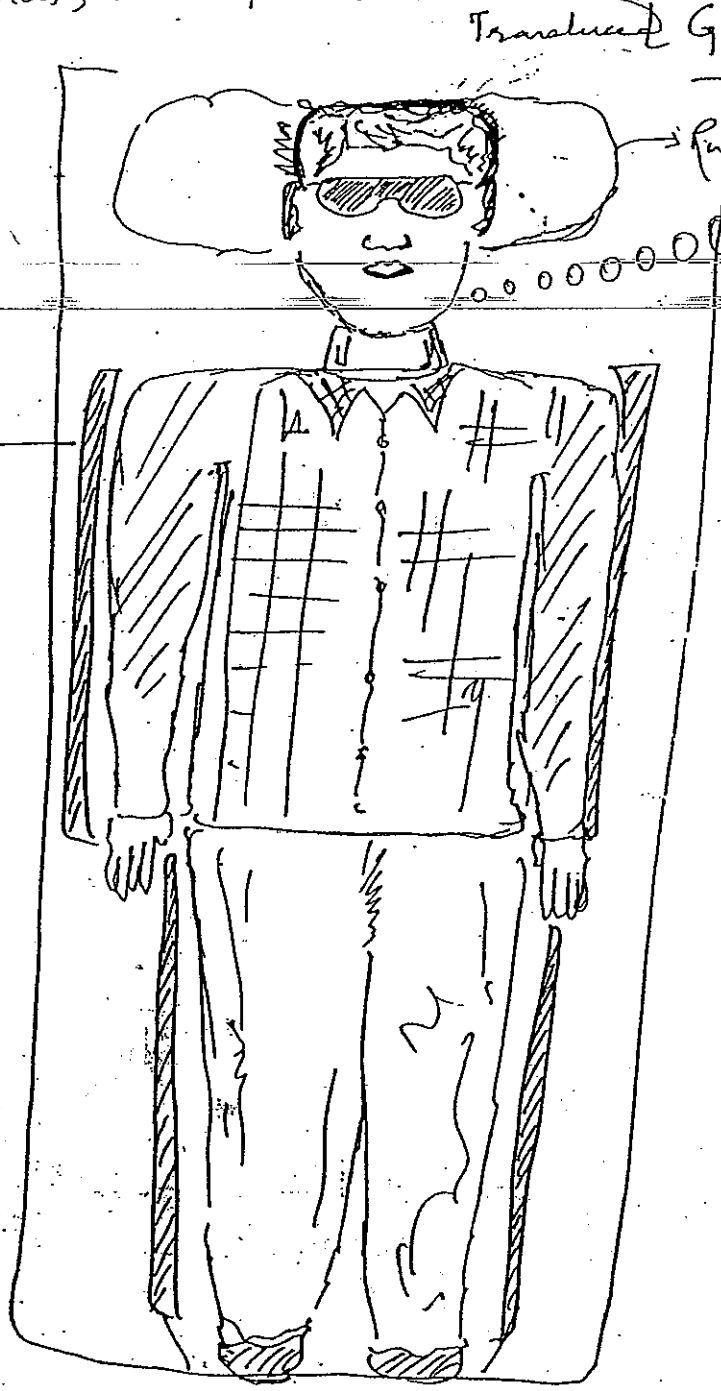
(I) panic anxiety, adjustment problems.



stimulus deprivation.

mental disorders.

Bexton, Heron & Scott,



Reported

Hallucination.

absurd thoughts

& fantacies

disorientation to

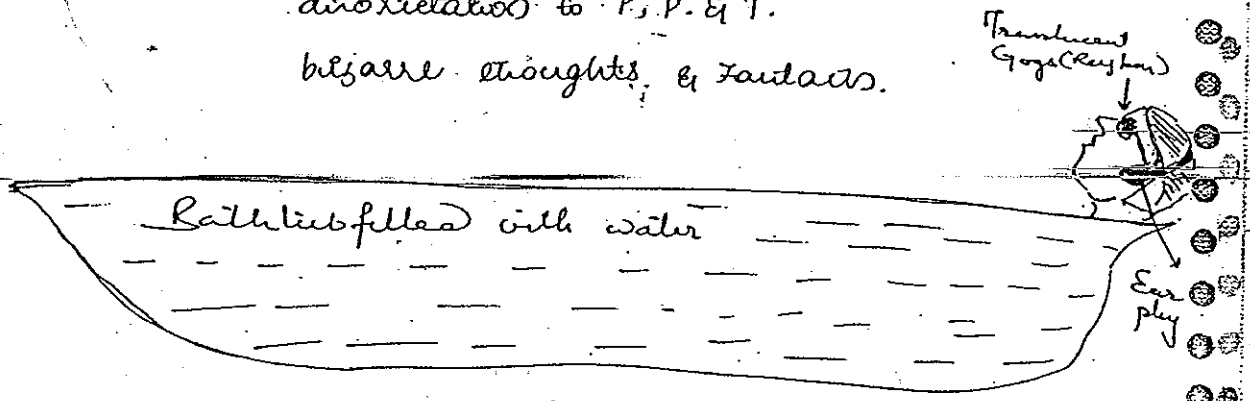
time, place & person

Zubek,

Reported

disorientation to P, P. & T.

bizarre thoughts & fantasies.

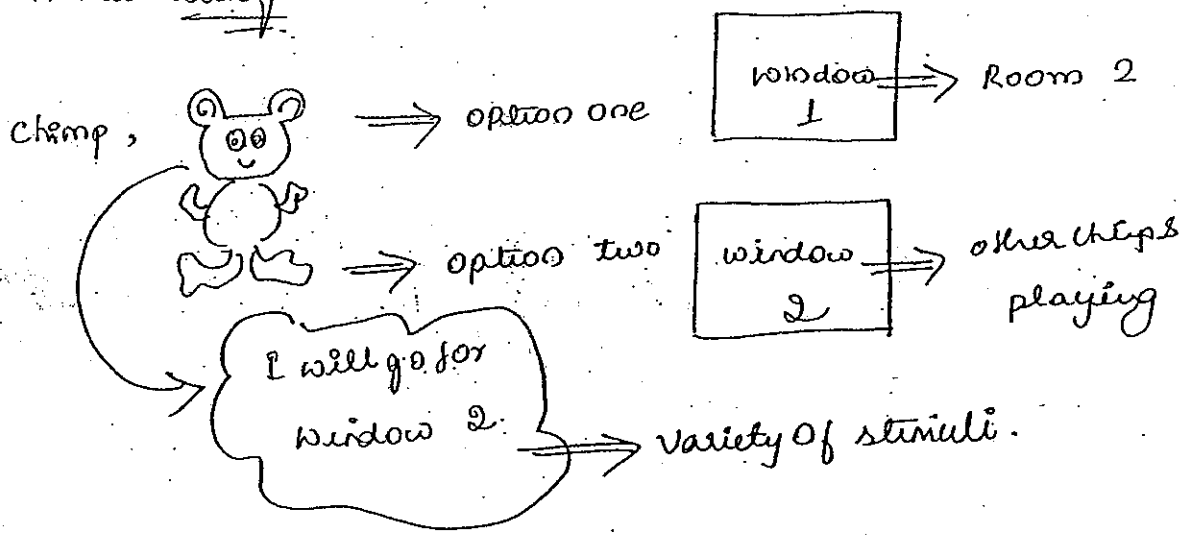


Spitz,

children in orphanage. large no. of children

Very few care takers.

Animal study -



Extra sensory perception.

Para Ψ

Beside Ψ, term used to describe the study of paranormal events or the Psy phenomena

~~the two prominent Psy phenomena~~

are,

ESP (Extra sensory perception)

PSYCHOKINESIS. (P.K).

ESP,

Response to external stimuli without any known sensory contact, Under this

~~#~~ Telepathy &

clairvoyance are studied.

Researches in the same were initiated by,

Dr. Rhine of Duke University, North Carolina.

Telepathy

Is the transference of thoughts from one person to another without the mediation of any channel of communication

clairvoyance

Perception of objects or events that do not provide a stimulus to the known senses. It can be.

retro cog or pre cog. and can occur through

Hallucination

Realistic dreams & unrealistic dreams.

Psychokinesis.

Mental influence over physical events without the intervention of any physical forces.

Limitation

Replication problem

~~Inadequate~~ control [no eg no eq]

file drawer problem. [we see only what has worked out. earlier failures not considered]

INTER-SENSORY PERCEPTION.

oo.

Vast load of empirical evidences

Most objects and events in the world provide multimodal stimulation and evoke a diversity of visual, auditory tactile and olfactory impressions simultaneously. but the young infant is able to determine which pattern of sensory stimulation belong together and originate from single object or event & which are unrelated. This is possible because of ISP.

Unless a kind of event effects a large no of People It is not given attention & accepted.

ISP occurs because the infant is able to transfer info from one sensory source to an association area where it can be integrated or differentiated with info from another sensory source and such

& transfers are required in the perception of an object or event that makes info available to the two senses simultaneously.

Research in this area has documented that young infants can display large and diverse repetoire of inter sensory abilities including the ability to match faces and voices. on the basis of 'lip', 'voice' synchrony, effective expressions and age and gender of the speaker infants have shown to be sensitive in unifying auditory and visual stimulation in the months following the birth.

Related work has also demonstrated haptic - visual (touch) connection during early development including tactile discrimination and cross modal transfer. abilities within first months of post natal life.

Two prevailing theoritical views known respectively as the integration and the differentiation views have dominated the study of intersensory development until recent years. In genral sense the integration view holds that different sensory modality function as seperate sensory systems during the intial stages of post natal development and become integrated during development through the infant activities and repeated experience with concurrent info provided by diff. sensory modalities.

In contrast the differentiation view holds that different senses form a primitive unity early in development and as the infant develop, the modalities differentiate from one another and the info arising from the diff. sensory modalities becomes further differentiated as well.

According to this view infants are taught to differentiate fewer and more complex multimodal relations through their experience over the course of development.

PSYCH

Synesthesia
Crossing of
sensory modalities
Oh I smell Red
here!

CYBERNETICS & PSYCHO CYBERNETICS.

Ψ cerebretion
Humanists.
+
cognitive
+
Freud.

CYBERNETICS

Derived from the Greek word
KYBERNETICS = meaning Steersman
~~[man who steers way to the ship]~~

Given by Nobert Weiner. ⇓
[Science of Communication & control]

Cybernetics principles applied to human brain.

⇓ PSYCHO CYBERNETICS.

Given by Maxwell Maltz.

Cybernetics is ~~something~~ science that helps us develop the self image, it programmes our creative mechanism in a manner that brings best out of us. the followers of this approach believe that man doesnot have two minds but the mind or the consciousness that operates on goals steering mechine, the mechine functions in a similar manner as that of an electro servo mechanism. as far as basic principles are concerned but it is far more complex than any electronic brain.
the creative mechanism in us is impersonal, if we present it with sucen mechanism it is likely to function as a sucen goal mechanism.

and if we present it with -ve goal it operates like a failure mechanism. the goal our creative mechanism seeks to follow are the mental images of the pictures we create in our imagination the key goal is our self image.

Our self image defines the limit for accomplishment of any particular goal, it prescribes the area of ponible. like servo mechanism the creative mechanism also works upon the info and data we feed into it, through our attitudes and interpretation of the situation we describe the problem to be worked upon to our creative mechanism. if we feedback the info that suggests that we are worthy and capable then it is likely that we will set +ve goals and work for accomplishments of these goals. and the successful accomplishment is likely to reinforce the feeling of worthyness.

On the other hand if we provide info ~~of~~ to our creative mechanism that we are unworthy and inferior then this data is processed & worked upon in the form of objective experience and behaviour. which will suggest that we are incapable and unworthy.

like any other servo mechanism our creative mechanism makes use of info in our memory for solving the current problems and responding to the situations

Ψ cybernetics succeeds becoz it has showed us specific ways to use the conscious mind to change the negative images that hamper success.

Ψ c helps people change their ~~st~~ self image so that ~~they can lead more fuller~~ and successful life.

~~The~~ five step process to help the person take control of his self image and reprogram it for success is,

(C) cancel your false negative image
(R) Replace the -ve image with success oriented +ve image
(A) Affirm your new self image to yourself repeatedly.
(F) Focus on the image of your success
(T) Train yourself for a new successful role.

PERCEPTION.

Attention & its theories (30)

Perception & its characteristics (20)

Theories of perception (20)

Perceptual organisation (10) [Gestaltism]

perceptual defense (20/30)

Perceptual defense (20) vigilance.

Culture & perception. (20). [carpented world]

Plasticity of perception (20).

depth perception (20)

Pattern Recognition (20)

Top down / bottom up. (20).

Plasticity of perception, Its not elasticity ?

plasticity of Perception is linked to sensory deprivation.

Freuds motivated perception.

we are what our culture is ! culture influences Personality through the medium of Perception. Eg: Parental dependence is not seen as -ve in Indian Context.

western people making judgment about Indian society Classic case of Perception Error.

Q. Damage caused due to sensory deprivation, is it irreversable or can it be compensated by developing some other organ?

Perception = Sensation + Meaning.

⇓

occurs in brain ⇒ (P) is biological.

Sensory register Receptor ⟹ Receptor gets excited ⟹ Goes to brain ⟹ Meaning given to the brain.

Limbic system
Thalamus
Cortex
RAS
We are involved in (P).

Perception due to unconscious process
Freuds' motivated perception.

Emotion has a role to play.
here is (I) also.

Brain has feature detection cells + Association areas.
⇓ (P)

Perception = sensation + meaning.

"It is the process of knowing the objects and objective meanings by the means of our senses"

"It is the process where by the sensory 'cues' and the relevant past experiences are organised to give more structured and meaningful picture under the possible circumstances."

Definitions indicate a shift from traditional way of defining it.

Processes involved.

#

#

#

Receptor

Every sense organ has its receptor, which gets activated when the energy strikes these receptors. These receptors send impulses to the higher brain centres for the interpretation of the sensation.

Symbolic

Sensory stimulation arouses certain neural activities which have their traces in the nervous system, popularly called as neural traces. These act as symbols or substitute for the original stimulus. These traces may be in the form of images.

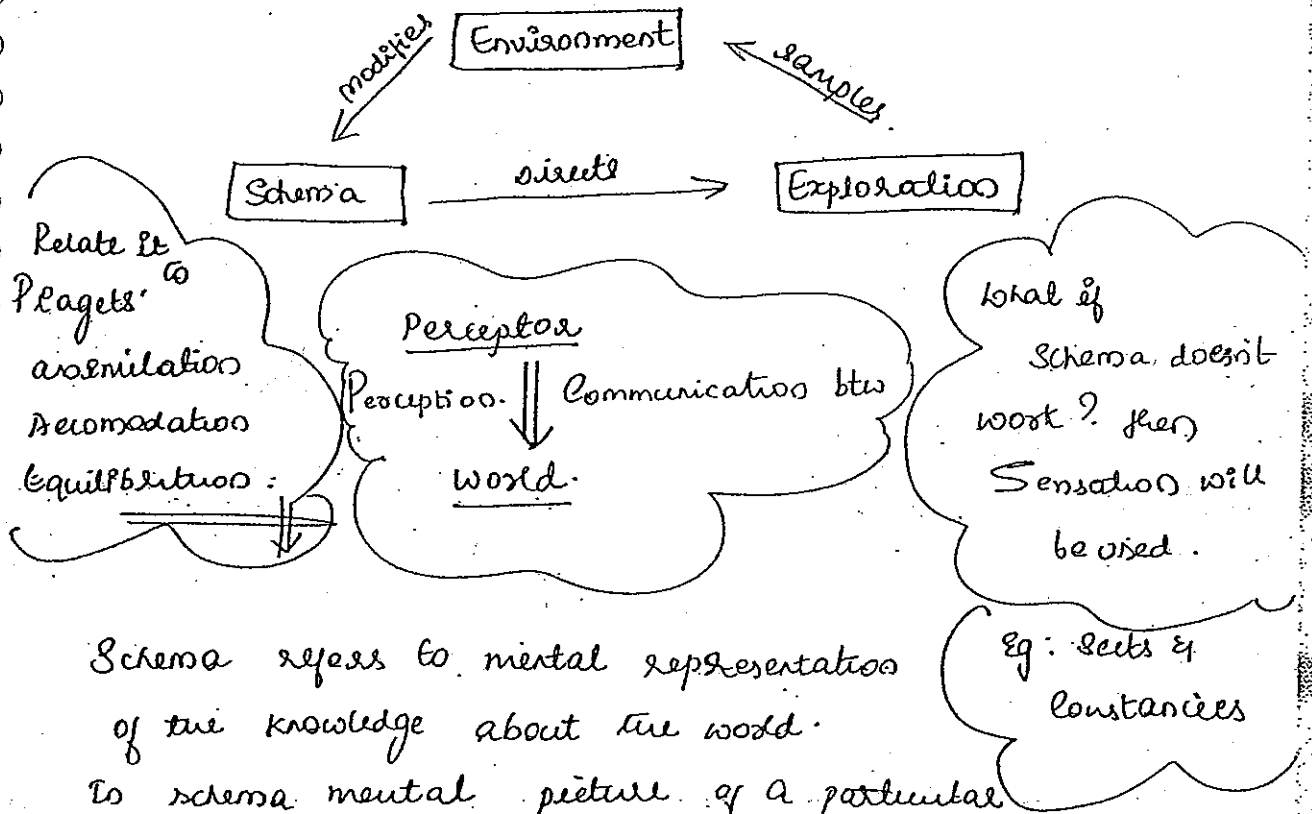
or some other symbolic form

3. Affective Processes

They provide completeness to perception and therefore form the integral part of the process of perception. Individual differences in perception are guided by affective processes. Our past experiences also are influenced by affective processes.

Our affective process influences the intensity with which we perceive the object and whether or not we display our readiness to perceive the object again.

Cycle of Perception.



Schema refers to mental representation of the knowledge about the world.

To schema mental picture of a particular is activated and the picture helps us to develop a

Schemas are the packets of knowledge which represent the real environment around us.

and therefore they serve to guide our expectations these expectations and anticipations guide our exploratory behaviour. During the process of exploration the perceiver might stumble upon some new dimensions in his environment and these then get incorporated into his schema / these new features of his environment are likely to modify his existing schema and the schema that results from these additions may further guide his explorations.

Characteristics of Perception :

Our perception is influenced by the context because context contains the 'cues' that are likely to assist our perception. If the context happens to be unfamiliar, perception becomes a difficult exercise.

Eg: Cow in the grassland — familiar
Cow in metro station — unfamiliar.

Perception is influenced by our expectancies.

Eg: Bruner's two string Expt
Rosenthal's Expt

Perception can be independent of our conscious will.

Eg: Projective tests, ambiguous figures.

Unconscious nature of Perceptual processing is seen when we are confronted with the challenge of perceiving the ambiguous figures.

Perception is rule bound In other words we use strategies as we perceive · some strategies are innate and others are learnt.

100 perceptual factors, attitudes, values and interest. Emotions and even our physiological status guide our perception. Our perception is a creative process, the partial info received about any symbol gets embellished by the creative nature of our mind.

Our perception is essentially an active process, human beings are in dynamic interaction with their ⓔ and their perceptual organisations undergo a change with changing Environment.

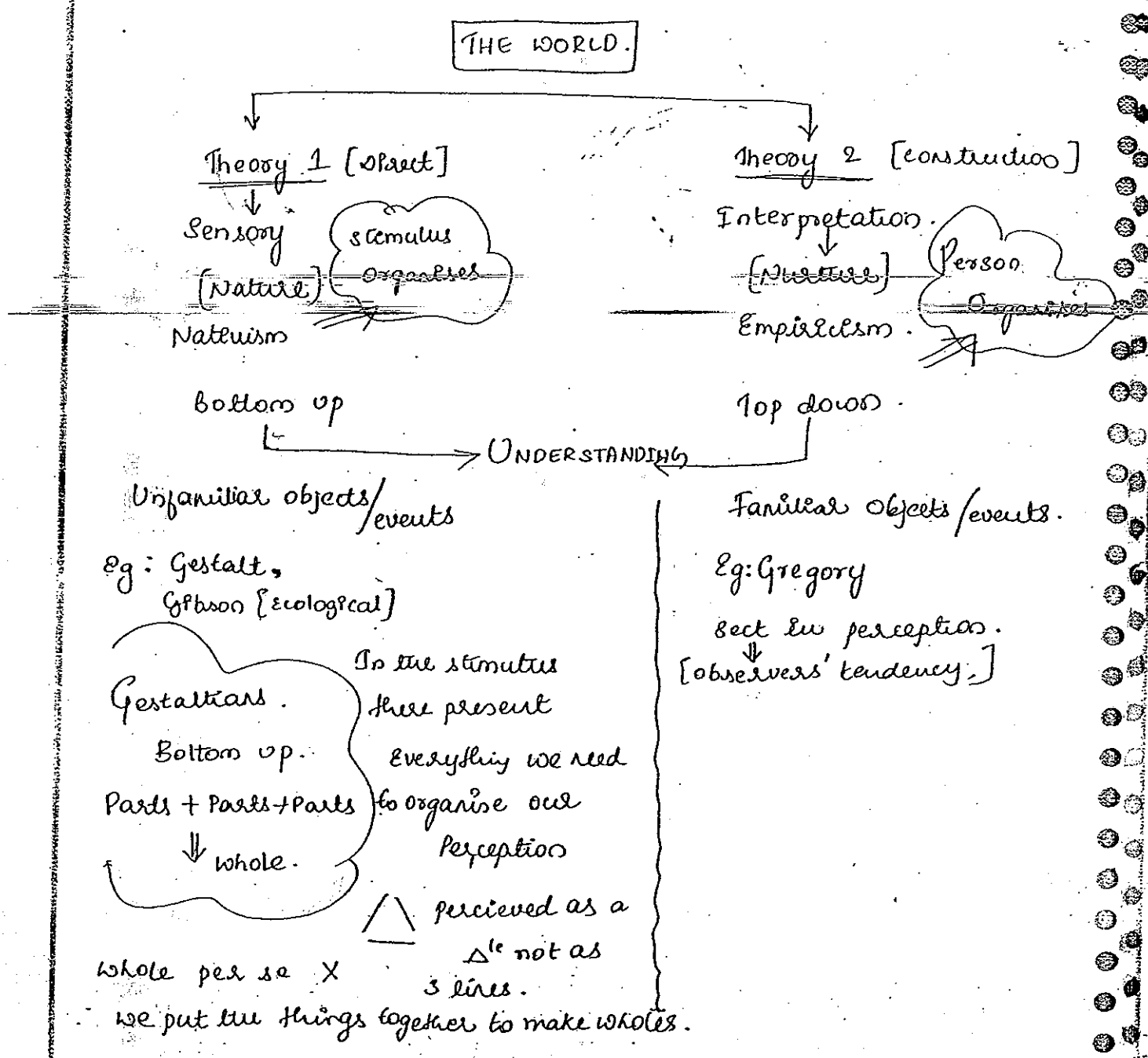
APPROACHES / THEORIES OF PERCEPTION.

It is the story of
sensory (naturism governed) (Bottom up)
&
Interpretation (Empiricism) (Top down)

as ⓟ a direct process or a process of construction.

direct [naturism]
construction [empiricism]

we say
its both direct & construction
(Biology) [±]



Do the stimulus have present everything we need to organise our Perception

△ percieved as a △ le not as 3 lines.

whole per se X

∴ we put the things together to make wholes.

Direct perception

It holds the Effo on the stimuli as an imp element in perception. and that learning & cognition are unnecessary in perception.

Gibson who is the proponent of this approach states that direction perception, assumes that the richness of the optic array matches with the

richness of the world.

The idea is had gained support among ecologically minded Gpists that the stimulus contains enough info. for correct perception. and doesnot require internal representation for perception. the percieves does the minimal work in perception bcoz the world offers so much info. that it is hardly a demand on the individual to construct perception and draw inferences.

Perception consists of direct acquisition of info from the environment, this approach couldnot explain why we are fooled by illusions

Constructivist approach

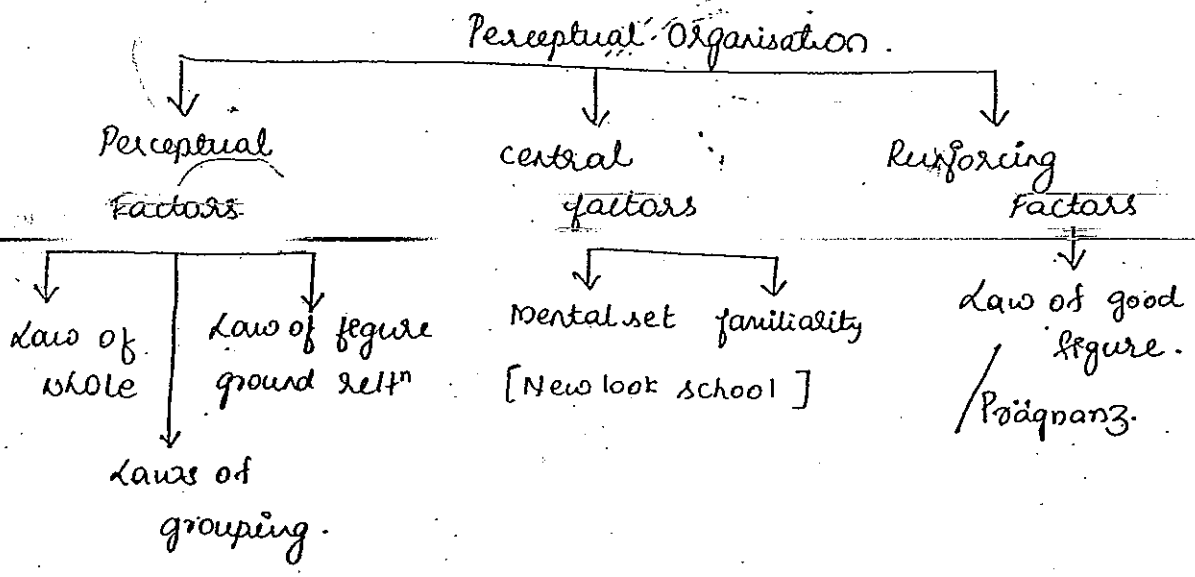
During perception we form extest hypothesis regarding (P) based on both what we see and what we know this Perception is the combined effect of what comes in through our sensory system and what we have learned about the world through our experience,

According to constructivists the changes in the pattern of the original stimuli still allow us to recognise it accurately bcoz of the unconscious inference which is a process by which we spontaneously integrate info from several sources to construct perception.

Acc to this approach, sensory info alone is insufficient for making sense of perceptions.

Our perception gets constructed as we are able to develop hypothesis about the sensory input.

Perceptual Organisation



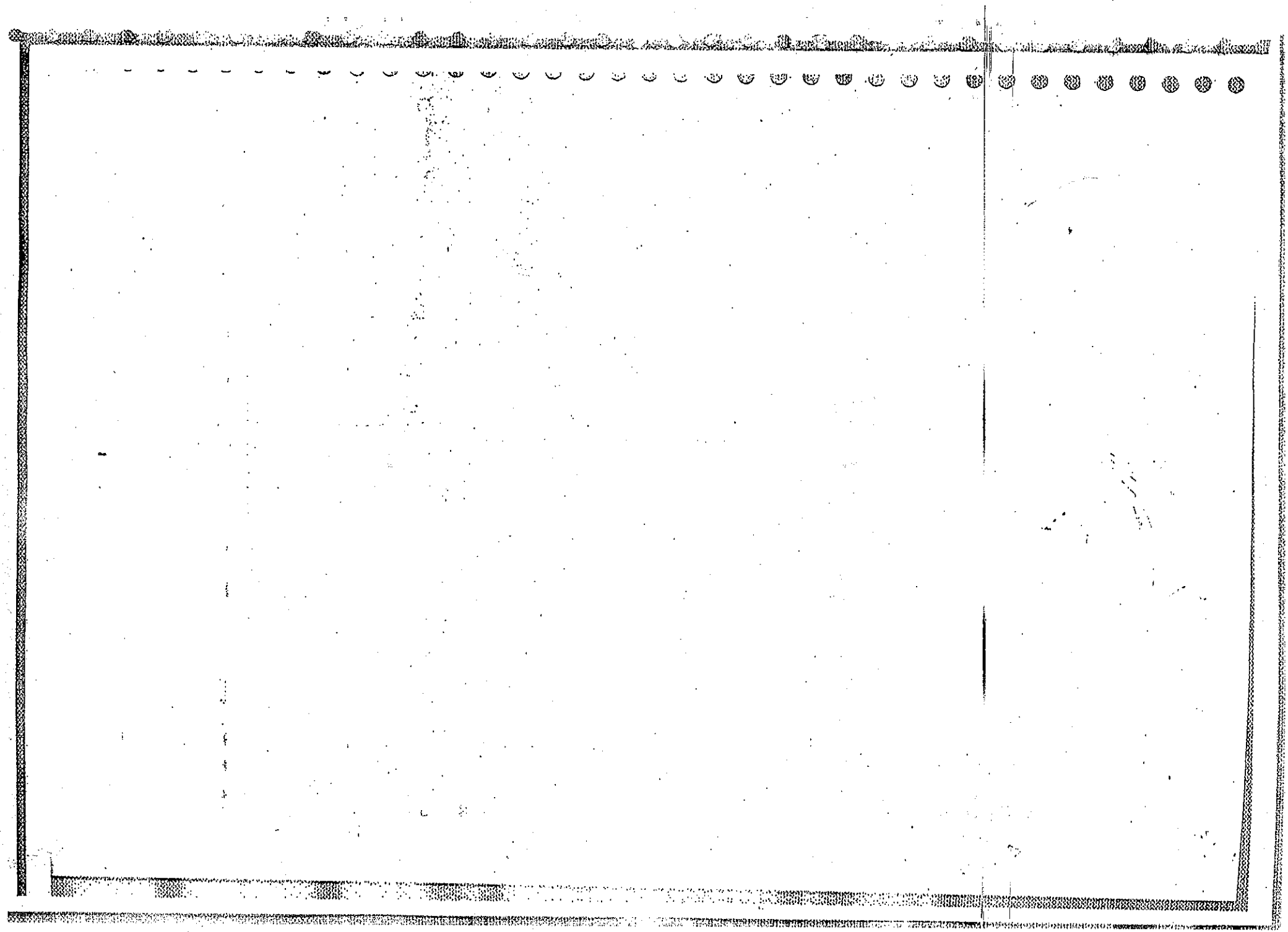
The world around us is disorganised and through the mechanism of perceptual organisation we try to Organise it inorder to give it a meaning. Wherever there are several objects in our (P) field we try to perceive them as organised into patterns and the kind of organisation we make depend upon our needs. PO ∴ enables us to meaningfully interpret the events around us.

Perceptual Factors

Law of whole :

It states,

Whole is more than sum of its parts - - - implying that the meaning perceived object gets well viewed as a whole is over and above than what we get when the parts are viewed independently and thereafter brought together



Mc Ginnes Expt -

To prove the existence of PD.

- RT for the words measured

18 words presented, { Neutral words. / Tabooed. } Tachistoscopically

Found that,

I. Galvanic skin response measured for tabooed words > Neutral words. } evidence for perceptual defense.

II. Subjects took more time to recognise emotionally toned words.

III. There was a tendency on the part of the subject to misperceive the tabooed words in the direction of making them harmless.

Indicating the role of unconscious perceptual defense, autonomic discrimination without awareness.

↓ Pre attentive / cognitive (support) process

Howes & Solomon

said that, Mc Ginnes was wrong in recognising it as perceptual defense. instead he said,

It was,

Response withholding

[Defensiveness] Unavailability.

Mc. Ginne, answered by saying,

He is only circumstantial evidence to support

Subjects doesn't do, Response withholding.

really,

80% of the subjects indulge in response withholding (subjects had actually recognised the word but didn't utter it because of the fear of being misunderstood.

Expt : Male sub : Female.

Recognition for tabooed words ↑ threshold.

Viz-a-viz neutral words.

Expt : Female sub : Female

Recognition for tabooed words ↓ threshold

Cowen & Geier.

Subjects were asked not to withdraw a response & were allowed to make a guess in case they were not familiar with the word.

still found Recognition threshold.

← Confusion prevails →

Postman, Wanda, Bronson & Gropper.

Found, Recognition

① threshold for tabooed words > neutral words.

② Sex of the expt did not matter.

③ male's threshold > females for tabooed words

Males recognised it partly, because they are familiar with it.

more response withholding by females.

The relative recognition threshold for tabooed words varied with the nature of preliminary instructions.

eg. Uninformed group — took time to recognition and responding.

Forewarned group — desensitized and recognise / respond it faster.

Q. Is it an artifact or Genuine phenomena?

Sol The weight of existing evidence suggest that it is an artifact than a genuine phenomenon.

The phenomenon of perceptual defense can at best be given a status of unconfirmed hypothesis because we yet do not know the exact mechanism responsible for raised threshold. However in the weight of existing evidence we are more inclined to consider it an "artifact" rather than genuine phenomena.

DEPTH PERCEPTION
OR
DISTANCE PERCEPTION

Depth perception allows us to estimate the distance between two objects. The ability to perceive distance or depth is the function of the arrangement of objects in our perceptual field, the capacity of our eyes, the interpretative power of our brain and various cortical processes that operate in the brain.

We perceive or depth by using a no. of cues. Some of which are present at birth but most of which we learn to use. Probably the most imp. facilitator of depth is that we have two eyes that see the world from different perspective. Though the perception of depth is facilitated by the presence of two eyes but a no. of experiments have shown that people with one eye can also perceive depth.

When both the eyes are available for the view/use we get additional cues that are not available when we use single eyes. Depth cues that require 2 eyes are called as bino-cular cues and those requiring one eye are called as ~~monocular~~ cues. Binocular cues predominate close distances and monocular cues are applied for distant objects.

Binocular Cues

1) Retinal Disparity / Binocular disparity
2) Convergence

Because of their placement in head eyes see the world from different perspective In brain images from 2 eyes are compared by the process known as "STEREOPSIS".
The brain compares info. from 2 eyes by over-laying the retinal images. The greater is the disagreement between the two retinal patterns, the closer is the object.

CONVERGENCE

When we look at the objects that are near our eyes, our eyes converge and the tension is produced in the eye muscle. These changes in the tension of eye muscle that occur when the objects

come near the eyes or go away from us get communicated to the brain and we get the idea of 'DEPTH'.

Convergence is a depth cue that is associated with the tension that occurs in the external muscles that control the eye movement.

Monocular (Eyes) cues ↓

(a) **Motion parallax.** → It occurs when the observers fixate at a fixed point. The objects behind the fixed point appear to move in the direction same as that of the observer and the object infront of the point appear to be moving in the opposite direction.

Motion parallax also influences the speed with which the objects appear to move. The objects at a greater distance from the moving observer appear to move slowly and those nearer to the observer appear to move faster.

(b) **Atmospheric Perspective** ↓

OR

Aerial Perspective

OR

Clearness

It occurs due to the effect of very small particles of atmosphere on light. Light rays travelling through suspended particles, dust, water vapour and other atmospheric chemicals get somewhat scattered thereby decreasing the clarity of details. Since light from distant objects passes through greater atmosphere than the light rays from the nearby objects distant objects appear "Hazy".

© Number 3 ↓

Linear Perspective* ↓

Perception of depth on a flat surface is aided by this depth cue. This involves systematic decrease in the size of more distant objects and the space separating them. The parallel track appears to converge at a point in distance called as vanishing point

⑤ Interposition* ↓

It refers to the appearance of one object partially overlaping or concealing the other. The object that is completely visible

*Important ones.

is perceived to be nearer in comparison to object partially visible.

(e) Texture Gradient

eg: Bed of grass at a distance seems to be uniform.

Surfaces that have little texture or detail seem to be at a distance.

(f) Accommodation

Eyes operate independently here unlike convergence

It is an imp. depth cue that comes into operation when a person shifts his gaze from one object to another located at different distances. The lenses of the eyes accomodate in other words change the shape to adapt to the depth of focus. This depth cue is available from each eye separately. Accommodation is therefore the change of shape in eye lense that enables the observer to keep the object in focus when the object has moved. The muscles attached to the lense that control this change provide the information to the brain and we get the idea of depth.

Q → Is depth perception "innate" or "acquired"?

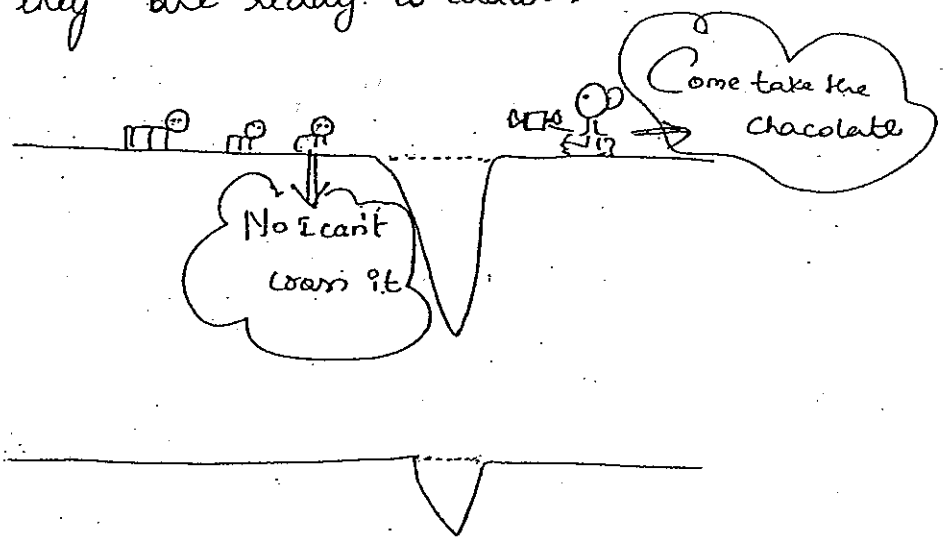
D.P is not an unitary entity

It has two contents → A. Monocular

B. Binocular

~~Expt done by Gibson & Walk of visual cliff.~~

said that infants display some idea of depth by the time they are ready to crawl.



Larger, Study.

The researcher suggests that some capabilities for monocular uses is present in the time of the birth & the binocular areas as they require the infant to co-ordinate the eye movement appear later though the infants have inherited

Subliminal Perception.

Hypnosis
T-hold.
Persuation
Advertisement

for sex related themes threshold ↓

does it really work / placebo?

Subliminal messages — Artifact OR A ~~natural~~ real phenomena

does it carry enough power to persuade ~~the~~ person and make him act in the direction intended.

Subliminal perception alone
↓ can't bring about any change in the Behvr.
not effective in making the (I) act

In the direction intended

It is mainly because of the hype created about the product/object around.

Unconscious plays a role — no dispute about it
but not to such an extent ki, it alters the ~~beh~~ or the individual being persuaded.

Effects of subliminal message are subliminal themselves.
they are not as powerful as they are believed to be

Registration of sensory input without conscious awareness. the controversy began in 1950s when an executive named James Vykary flashed hidden msgs such as eat popcorn and drink coke-cola in a film shown @ nio Jersey. Msgs were ~~super imposed~~ so few frames of the film so that they flashed by quickly & imperceptibly. Vykary reported to the press that, popcorn and Coco-cola sale ↑ by 55% and the public outcry resulted.

Wilson Bryan key, a former adv executive has written several books claiming sexual words and drawings are embedded subliminally in the magazines to elicit favourable reactions from the customers Entrepreneurs are now marketing video tapes containing subliminal msgs to help seduce unsuspected listeners According to Time mag subliminal self help tapes intended to facilitate weight loss, promote better sleep, improve memory etc has become more than 50 million $ industry in US.

Research on subliminal perception has been sporadic as the scientists initially dismissed the idea as baseless (pre-posterous) however empirical studies in last decade & so have supported the idea that perception without awareness does exist.

Since 1980's a no of studies have supported the existence of subliminal perception. the contemporary views is that it is a genuine phenomena worthy of empirical investigation

researchers today suggests that, the effect of subliminal studies turn out to be subliminal themselves. In other words, subliminal stimuli generally produce weak effects which can be detected only with the help of very sophisticated instruments.

Greenwald et al 1991, examined the efficacy of subliminal self help tapes designed (contd..)

designed to improve memory and self esteem. Over 200 subjects listened to the tapes regularly over a month. Their self esteem and memory perception was measured both at the begining as well at the end of the study. No apparent improvements were visible even though when enquired from the subjects nearly half of them reported an improvement, this implies that the improvement reported by them due to the expectations carried by them.

This placebo effect probably explains why many people continue to advocate the benefits of self help tapes which have no real value.

Research has not supported the idea that persuasive effort operating beneath the surface of conscious awareness happens to be powerful.

Nature Vs Nurture ⟹ Perception

culture & Perception.

Role of Learning in Perception.

Our perception is a gamble

Carpenter cooked hypothesis.

Perception is a function of Probability learning.

Role of learning in (P),

Gestalts & Gibson — nativists

— Empiricists

Gestaltists taking isomorphism for granted are prone to attribute all characteristics of perception all the innate field properties to CNS.

innate ↓ figure-g relationship

figure constancies.

acquired

Teacher comes to class holding chalk everyday one day he comes with a knife in the hand, student likely to perceive it as chalk itself.

The behaviourists following the notion of parsimony try to find out the evidence in all perceptual behaviours

this controversy b/t nature Vs nurture & nativism Vs empiricism continues but most Psychs in contemporary times assume that an interactionist position which states that some aspects of perception are innate and some are acquired happens to be the most acceptable one.

It is a common agreement among those Ψ that figure-ground relationship, contour formation and certain attentional mechanism such as reflexes that drive infant to fixate its eyes on the bright points in the perceptual field happen to be innate. However many other aspects other than the primitive sensory segregations are acquired through the process of individual interaction with the (E)

Von Senden, Ames etal & Ames Frost, Turnbull.

Segal etal, Allport & Pettigrew.

Environment → culture.
Biological →

Figure ground is innate.

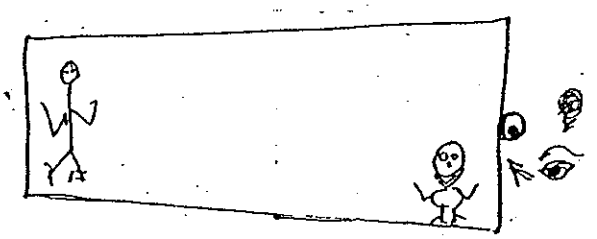
Hebbs study
65 cases.
Figural unity.
no prob [detect the figure]
figure identity.
had prob [identify the figure]
∴ Role of learning

Ames etal

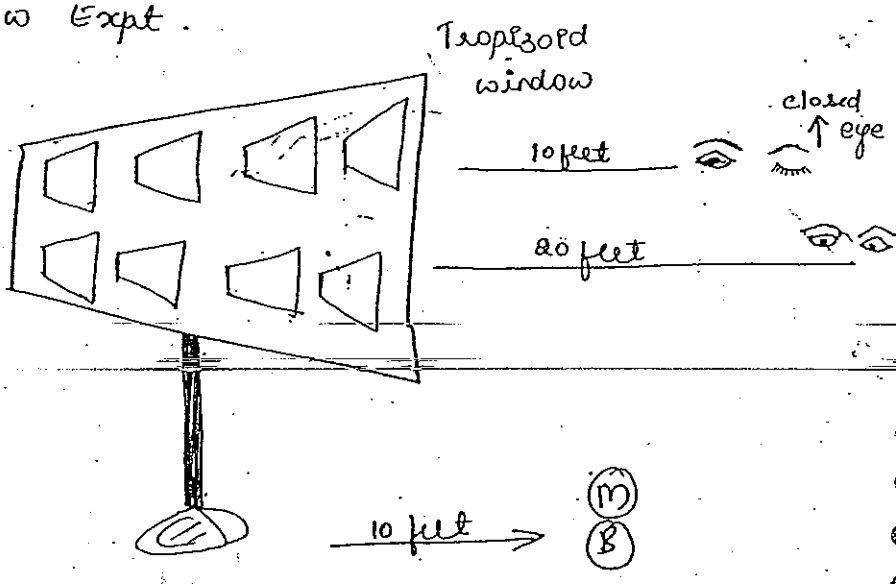
Transactional approach to perception.

Distorted room expt.
Rotating window expt.
*

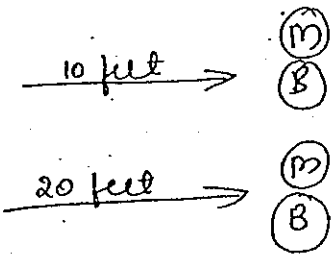
Learning plays an ⇒ In a specially created stimulus situation where in ind correspondence with reality is broken down when subjects make a judgement based on their past experience, they make mistake.



Rotating window Expt.



Next step step :



Zulu tribe subjects were taken,

differences were reported in,

1. 10 feet & vision.

&.

Tush bull

study on Cree Indians, canada

⇒ Study on Black & white children. & Black & white teachers.

Annis & Frost.

study of canadian Cree Indians supports the carpenter world hypothesis, in the study the comparison was made with respect to the perceptual acuity of a no of Cree-Indians who live in non-carpented (E) and the cree Indians who had moved away from their original (E) into the carpented world It was found that on the task that involved judging whether two lines were parellel & not the cree Indians had no difficulty in judging the

lines no matter what angle they were presented at. In contrast, the esee Indians who moved away from their natural environment showed greater proficiency in judging the lines that were horizontal/vertical but less good with the lines @ an angle.

TURNBULL → study involved BAMBUTI PYGMIES living in dense rainforests of Congo demonstrated the lack of size constancy, which is an important

a herd of buffaloes gazing in a distance.
Bambuti claimed that, he had never seen such insects before.

Carpentered world hypothesis

Segall. etal.

ATTENTION

Attention,

"Attention refers to the process of focusing of perception so that it leads to greater awareness of limited no of stimuli.

a large no of stimuli impinge upon our sense organs simultaneously but we cannot perceive all of them at the same time, we can perceive only few of them since we can concentrate our awareness only on certain objects & events. and this is referred to as attention.

Unfocused scanning ⇓ attention dev/p Focused playfulness.

Thus concentration of consciousness happens to the core of attention

Attention allows us to focus on what is imp @ the moment and ignore the rest without attention the world would overwhelm us with sensory info.

Attention is the study of the capabilities and limitations of the individual to select and process sensory info from the environment.

Dumbville, defined attention as,

Concentration of consciousness on one object rather than the other.

Roediger,

Focusing of perception that leads to greater awareness of a limited no of stimuli

Morgan & Gehelard,

"Being keenly alive, some specific factors in our Environment. It is a preparatory adjustment for our response."

~~Gates~~,

"defined it as a process that compells the (E) to select a particular stimulus according to its interest and attitudes out of the multiplicity of the stimuli present in the (E)".

Characteristics

- # Attention is a process, not a product
- # @ any point of time we can concentrate or focus our consciousness on one particular object only.
- # In the chain of S–R behaviour attention, works as a mediator.
- # stimuli which are given proper attention result in better response. [Sensory register → STM ↓ attention]

Attn is a resource in working memory ?

phonological similarity effect

disruption ↑ auditory / 2 auditory tasks } vs { spatial (2) tasks ⇒ disruption in task perception ↓

deployment of (A) ⇒ lapses in working memory.

characteristics continued ...

Attention is not solely the result of cog. factors alone. Emotional / behavioural factors also influence attention.

Attention is selective in nature.

Eg utility theory.

we attend only to those objects which are of significance to us.

Concentration / focus provided by the process of attention helps in clear understanding of the perceived object & phenomena

There is centre and margin of awarness in attention. at any movement the field of awarness is centred on a particular stimulus called as the focus & the focal point of attention.

The object on which the awarness is concentrated are said to be @ the focus of our attention and they stand out from the background.

The objects / events about which one is vaguely aware are in the margin of awarness and the objects outside the margin, we have no awarness about them.

Significance of Attention

Attention makes us better equipped to distinguish or identify the objects of attention from others.

It acts as a reinforcer for sensory processes and facilitates better organisation of our perceptual field and as a result things are better understood

It brings about mental alertness and preparedness and a result one tries to apply his mental powers as effectively as possible

It helps us in concentration by focusing our consciousness on one object at a time.

It provides the strength and the ability to continue the task of cog. functioning despite the obstacles presented by the forces of distraction such as noise, unfavourable weather etc.

When the attention is focused on the object we are able to do better remembering, learning, reasoning problem solving, transfer of training.

Types of attention :

Involuntary / non volitional
Voluntary / volitional.

Aroused without the will coming into play, we attend to the object without any conscious effort on our part, → Involuntary (non volitional)

It is of two types, Instinctual & Spontaneous.

when the stimulus arouses our instinct we automatically attend to it.

spontaneous, sustained by sentiments.
we automatically attend to the object for which we have +ve attachment sentiment.

Voluntary :
calls for exercise of will, demands conscious effort on the part of the observer.
It is neither automatic nor spontaneous nor it is a whole hearted affair

Two types
Implicit
Explicit

Implicit, single act of volition is sufficient to bring about (will) attention

Explicit, it is obtained by repeated acts of will. One has to struggle hard to continue to be attentive.
it calls for constant on the part of the observer.

Factors influencing Attention.

(E) factors
Individual factors / observer factors.

E factors intensity, size, [we tend to value the larger objects more]
larger the size more is the attention.

Colour, [the more colourful the object is, the more likely it is to be noticed.]

Distinctiveness [stimulus that are isolated from the rest Or are distinct are noticed more.]

Movement [moving things are better attended to than the stationary things]

Novelty [stimulus items that spark curiosity are more likely to be attended to]

contrast [stimulus items with greater contrast in them are more likely to be noticed.]

Familiarity [items that we are familiar with are more likely to be noticed]

Observer properties

values [One with spiritual values, likely to regularly noticed/attend to a temple/mosque/church]

attitudes

Needs & desires } Expt of coin, poor guys – inflated the size
Rich guys – deflated the size

Mental set

Emotions

#

Theories of attention

I. Bottleneck or Filter theories - Broadbent
Treisman
Deutsch & Norman.

II. Capacity theories.

I Filter theories

Broadbent (early selection model) (Filter model)

what is able to attend.
how well I can
filter what
should n't be attended.

Is filter fixated @
one place Or can it be
changed & displaced
@ (I)'s will.

Support: Dichotic listening task.

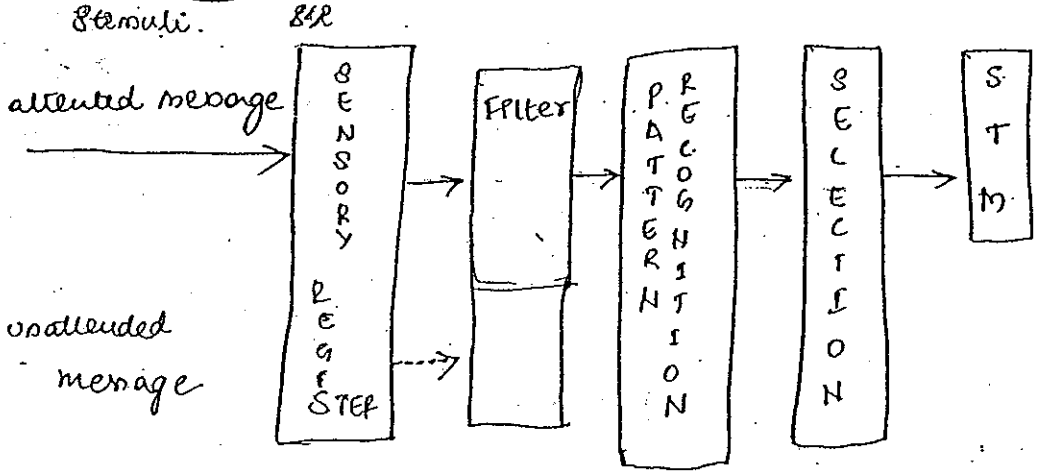
ear 1 - male voice
ear 2 - female voice.
} Speaking two diff things.

one sound is attended another no attention.
subject is enquired as in
what the stimulus was about.

against:

Cocktail party effect

someone called your name
in a busy party, still you heard it
∴ Threshold for your name ↓



human beings give importance to semantic aspect.
It was neglected here.

→ Filter theories

It addresses the selective nature of attention, ~~first theory~~ postulates a bottleneck in the flow of info from initial sensory processing to the registration in conscious awarness.
The structural bottleneck is the major limitation in attending to the stimulus the bottle neck theories are inherently the theories of selective attention because they describe how some info gets selected for info processing. and the rest gets discarded.

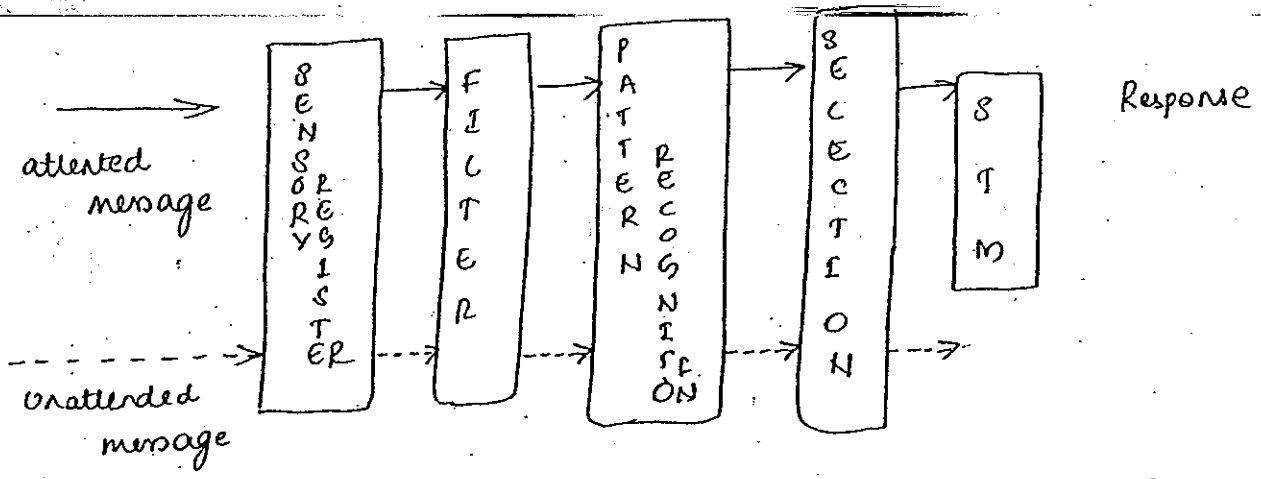
Broadbents' theory

It suggests that the selection occurs early and the info from only one input recieves attention and is perceived. The theory placed the filter or the bottleneck immediatly after the sensory memory. Pattern recognition of the attended info proceeded while of unattended info faded rapidly from the sensory memory because it failed to pass the selective filter.

Broadbents theory has come under severe criticism after the discovery of cocktail party effect it demonstrated that some info gets through the unattended channel the filter doesnot block the stimuli of great personal relevance. such as your name.

In contrast the broadbents model claimed that filter completely blocked all info coming from the unattended channel.

TREISMAN - ATTENUATION MODEL.

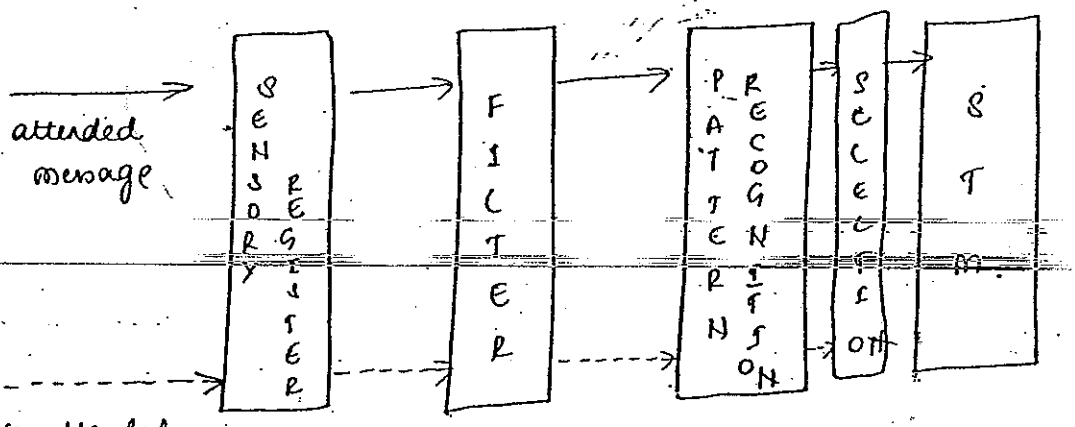


Treisman is of the view that info from one channel recieves attention but info from other channels is not completely blocked. ifact the info is attentiated or turned down in intensity, this theory also placed bottleneck after sensory registration but it assumed that the filter merely lessened or attenuated the signal strength of the unattended material.

If the threshold for pattern recognition for a given stimulus was sufficiently low then even the unattended signal might undergo pattern recog-
-nition

MEMORY SELECTION MODEL

Deutsch & Norman.



The cocktail party effect shows, that meaning or semantics also happens to be an important criterion deciding to which info is selected this runs contrary to early filter models that insists physical characteristics such as loudness or pitch as primary basis for selection.

Deutsch & Norman :. proposed a second selection process, one that is based on semantic characteristics this selection happens later in processing. :. their model is late selection model.

The first stage of processing in this model are the same as those of other models. Info from the sensory store is filtered on the basis of physical characteristics and then recognised.

Recovered before being passed into STM it goes through a secondary selection mechanism, this mechanism selects the info on the basis of semantic characteristics or the message content.

the selected memo items end up in STM & awarness, those not selected never reach awarness.

Multimode model of Attention

Posner & Snyder.

They advocate the idea of a movable filter, one that can operate at various points in processing according to the observers' needs. According to this model, the placement of filter depends upon the perceptual load as well as the relevance of the stimuli for the observer. and also selection can be based on multiple modes say for eg : physical, semantic mode etc. and therefore it is called as multimode model of attention.

The neurophysiological evidence seems to support multimode model of attention.

CAPACITY THEORIES

They address the allocation of resources to specific mental process. Capacity theories recognise that one or more bottleneck exists but added the assumption that mental process compete for limited resources as well. a no. of diff. approaches have been taken for defining attentional resource capacity.

Models vary from a pool of undifferentiated general resources to specific resources for

sensory, central and response processing.

Processing has also been differentiated as automatic or controlled.

with controlled processing requiring greater attentional resources. automatic (P) on the other hand occurs without attentional control, even if the (I) tends to stop. Automatic processing from operation, it unfolds. automatic process operate without the scope of conscious awarness.

Procive develop automaticity either as a result of genetic programming or as a result of extensive practice. controlled process on the other hand require great mental effort. they require intentional control to operate and they enter our conscious awareness.

single capacity theory

assumes that mental processes compete from a general pool of attentional resources, two tasks can interfere with each other if both demand high level of general resources. the general pool is always limited though the exact amount of the available capacity fluctuates with arousal and other factors.

the % of available capacity used by the process defines the degree of mental effort involved.

Multiple capacity ① assumes that pools of resources can be defined in the terms of several independent dimensions, auditory Vs visual is one such dimension where as verbal Vs spatial resource is another dimension. If two tasks both demand say Verbal capacity, then performance will suffer. On the other hand if one demands verbal capacity and the other spatial capacity then dual task performance can proceed without interference.

Multiple capacity theory ∴ tries to integrate insights of filter theory & single capacity theory to provide a comprehensive and detailed description of attention.

Current work in the idea of attention continues to examine, feature integration theory of object recognition, this research seeks to understand how we search for feature info and how we process this info either serially or in parallel.

It contains that feature detectors operate pre-attentively, allowing for the identification of shape colour and other properties.

Effortful controlled processing must then follow to help complete the process of pattern recognition.

STM ⟶ LTM

[Semantic] [feature comparison. Network model - nodes, hierarchy -]

Regulated attention ⟹ Perception

Hubel & Wiesel we always do. has also detected feature detection Recognition cells in the brain.

For the correct pattern recognition we need

Top down processing
Bottom up " — " & feature recognition.

context aids Perception

Top down [done more often]

Context doesn't aid (P)

Bottom up ↓ [Perception more close approximation of sensation than cognition]

central executive. So what would control the attention deployment.

Attention is a reservoir in working memory.

PATTERN RECOGNITION

The identification of objects and events is called as pattern recognition and to explain this pattern recognition various hypothesis have been proposed. One of them is template matching hypothesis

1 # Template matching hypothesis.

stimulus input ⟹ matched with template in our brain.

Problems;
Time required ↑
Energy consumption ↑
No accuracy ↓

Template is the literal copy of the ~~output~~ input stored in L-TM. The pattern presented by the sensory experience is compared to the template stored in LTM, until the direct match is found. The matching or the decision process is made on the basis of perfect overlap between sensory pattern and the template. Template theory in simple form is essentially a lock and key hypothesis.

The simple template hypotheses is difficult to reconcile with speed, accuracy, and flexibility of pattern recognition process.

II Feature theory

Nurture approach in (P).
Size constancy
⇓
mental set
Suppot it.

This notion adds that pattern perception is a high order processing of info i.e preceded by a step in which complex incoming stimuli are identified according to their basic features.

Problem
infinite
no of features.
⇓
Linked
related with
plasticity of (P)
↓
sensory deprivation
↓
Nature Vs nurture debate in Perception.

Feature analysis is a stage in info analysis that occurs before higher level pattern analysis takes place, thus according to this approach before the pattern of visual info is appreciated, its components are minimally analysed. Pattern of visual info is appreciated

All pattern represent configuration of basic elements and theoretically any pattern can be broken down into basic elements. The basic elements form the parts of the pattern and are known as features. The feature theory is able to handle several problems for which template theory was criticised, it can address the issue of long term memory overload by assuming that only finite set of features are represented in LTM. By assuming that any pattern can be described as a combination of features and each pattern is represented by activating a set of features.

This theory is able to account for the flexibility that is seen in our pattern recognition behaviour and as well as explain why we are able to identify objects quickly.

PROTOTYPE THEORY

It seems likely that rather than forming specific templates for each matter even the features of numerous diff. patterns that we are called upon to recognise, some researchers are of the opinion that what we have is some kind of abstraction of pattern stored in our LTM. and this abstraction serves as a prototype.

this implies that during the pattern recognising exercise the input is likely to be checked against the prototypes and if the resemblence was found the pattern would be recognised. the prototypical matching hypothesis seems to be more compatable with neurological economy and it also allows for the recognition of the patterns that are unusual but are in some way are related to the prototype.

not highly compartalized like previous theories. ∴ accepted to a large extent.

TOP DOWN & BOTTOM UP HYPOTHESIS.

Top down are conceptually driven pattern recognition refers to the use of expectation to ease the process of finding a match between the incoming stimuli and the schemas that store info about the world in L.T.M. Thus in top down processing, recognition of whole leads to the recognition of component parts and we bring what we know and what we expect in the surrounding context for determining what we are sensing and subsequently processing. Top down approach involves application of concepts to perception and therefore it is called as conceptually driven processing.

Bottom up or the data driven pattern recognition refers to the use of features picked up from ⓔ recognition is initiated by the parts of the pattern that when summed leads to the recognition of the whole pattern. Both the data

Both the data & expectations play a critical role in rapid, accurate and hence adaptive perception. Top down process reduce the need to sample all the info available in the ⓔ by providing the perceiver with a hypothesis. Simultaneously bottom up or the data driven process are analysing the edges, colour sound and other physical process available briefly in our sensory memory. Here process pick up the features needed to verify the hypothesis or in some cases modify expectations to reject the hypothesis

and activate alternative schemas with alternate hypothesis. through such simultaneous processing, from both top down and bottom up process people can perceive the features of the (E) with remarkable accuracy.

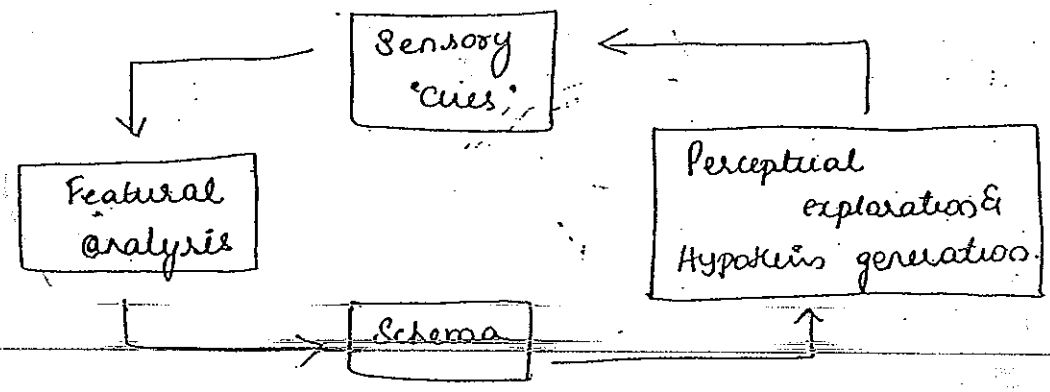
Evidence in favour of 'Top down'

A No. of studies have demonstrated that the target word happens to be recognised more accurately and faster when more and more context is available

Eg: in dictionary, along with the meaning of a word we also have one or two sentences used constructed using that word.

Reicher, in his study, presented the subjects with a word 'work' and a non-word 'ORWK' and with the letter 'K'. A mask then appeared that stopped the processing of the original stimulus by filling the contents of iconic memory with irrelevant visual elements. the findings suggested that the letter 'K' was correctly identified more often when it appeared in the word than when it appeared in isolation.

this is called as "the word superiority Effect" and it has been replicated in the researchers many times.



01/03/2012

Plasticity of Perception :

Brain plasticity is the brains ability to adapt to the complete absence or the deterioration of a sense. sensory substitution is therefore most likely to be explained via brain plasticity. Sensory substitution means, to transform the characteristics of one sensory modality into the stimuli of another sensory modality, It is hoped that sensory substitution systems can help handicapped people by restoring their ability to percieve a certain sensory modality by using the sensory info from functioning sensory modality.

Plasticity of perception refers to modifyability or modability of perception. special situations such as prolonged changes in the sensory input can modify the way in which info is processed in generating the perception would around us.

Most of the studies on plasticity of (P) have involved the study of animals have subjected to diff kinds of perceptual deprivation for diff duration in order to see what changes these deprivation

conditions produced on the perceptual system of the animal.

What does plasticity of (P) proove

does it support nativists or empiricists?

Also has it fuelled nature nurture debate in (P).

von Senden Hobbs expt

Expt on chimps isolated from their mothers and the input they had.

⟹

Blake more & cooper

study on kittens

Kept in restricted visual environment [raised in] showed that response of cells in visual brain are altered in specific ways that relate to visual features to which the developing animal is exposed during the sensitive period. Here plastic changes in (P) as indicated by the behaviour has been matched with the plastic changes in the brain.

Relsen.

monkies raised from birth with translucent contact lenses over their eyes and were thus deprived of vision. Resp lenses prevented the lights being focused on Retina. when spatial lenses were removed after the sensitive period has passed they had great difficulty in perceiving form.

Spatial training following the removal of lenses improved their perception somewhat but Tudgey from animals behavioural response to

the visual stimuli, it almost never became normal.

while there is general agreement on the major facts of perceptual plasticity the problem is in explaining them. Plastic changes have been explained by nativists as due to the loss of inborn connections acquired during the sensitive period. In other words, sensory deprivation during sensitive period results in loss of brain connections that were geneticaly determined. because they need environmental input for their maintainance.

Empericists argue that while genetic codes may provide rough blue print, nurture interacts with genetic outline during sensitive period to guide growth and cause proper brain connections to be made. according to empiricists alterations in the (E) during sensitive period actualy changes the way the brain grows and the connections it makes.

EDUCATIONAL PSYCHOLOGY

60.

E Ψ
S.B. kakkar
Sudhir
Prentice hall of India

1. Gifted learners — 20/30
2. Retarted learners — 20/30.
3. Learing disabled — 20/30.
4. Learing styles — 20/30
5. Guidance & counselling — 10/20
6. Career counselling & voccational guidance —

What determines Teaching effectiveness, /learners effectiveness ? —10.

+ Value education in children — 20/30

Teachiveg Effectiveness (Effective teacher)

Personality teacher
Teaching methodology
Expertise.

discuss ELTroom
affective domain
Cognitive &
Behavioural.

Cognitive dimension includes,
Expertise [control over the subject matter]
knowledge of the subjects [learners @ diff levels & backgrounds] from diff
Ⓟ & IQ of learners.
Ⓟ of teacher [student & teacher should be able to identify with /relate to each other, being prejudice free.]
↓
friendliness, [democratic Ⓔ in classroom]
Equal treatment of the class students, as perceived by learner

put things across in a such a way, that it falls in the latitude of acceptance of learner.

what makes
Learners learning process Effective

cognitive factors + affective factors + Behavioural factors

awarness of metacognitive aspects & metamemory to enhance (I)

relating to each other

@ Autonomy.
@ Relatedness
@ Competance.
"CAR"

differential pace of learning by learners.

receptivity of learner co-operative.

tech-savvy teacher of

Extrinsic (M) → teacher → students' → Intrinsic (M)

Peer tutoring.
Pair a gifted learner with a slow/disadvantaged learner

Exceptional children

Are those children that deviate from the normal in physical, mental and/or social characteristics to such an extent that it requires the modification of school practices and the administration of special Educational services to develop their maximum capacity.

physical deviants
mental deviants
social deviants
Juvenile delinquents.
(Spastics)

Gifted children

Earlier it was used only to refer to people with superior IQ (130+)

Now it has been given a broader scope & meaning.

Now it also includes Exceptional Creativity.

Earlier the children who scored high on the standardised (I) tests and obtained an IQ score of 130 & above were regarded as gifted.

In the recent years the term has been expanded to include not only those who show brilliant academic performance but also all other individuals with some kind of Exceptional talent be it in the field of music, sports etc to be included in the realm of giftedness.

The term intellectually gifted has been coined for those people who display very advanced and superior cognitive processing.

Sumpton & Leeking, defined intellectually gifted children as those who possess superior CNS so characterised by high potential to perform the task requiring high degree of intellectual abstraction and creative imagination.

Characteristics

knows about many things which others are unaware of

has large vocabulary.

Performs complex and difficult mental tasks.
Learns rapidly and quickly.
loves abstract subjects like maths & literature.
Can remember things without much rote memory or drill.
shows excellent learning abilities
Comprehends things quickly
Looks for logical association between things.
Is able to read books that are one/two years in advance than the rest of his classmates.
Is interested in wide range of things.
Is alert and responsive in class and asks a No of logical questions.

Terman & (Holling worth), studied the children with IQ 140 & above and found that they exceeded the normal children in height, weight, bodily strength energy, neuro-muscular capacity

Holling worth, studied QC & found that they were more Emotionally stable., less neurotic, more self sufficient and were more dominant than others. they were given to philosophical orientation. showed a concern with moral and ethical problems.

GB & GG.

Gender difference in Giftedness.

IQ wise there will be no difference.

(P) wise they differ.

GG's will have less healthier integration of Ego compared with GB. → due to societal factors [induced]

GG's relatively less assertive than GB & have less leadership qualities

Identification of giftedness

Two methods # Formal = Psychometric test
- Ach. tests
- IQ / group IQ tests
- (C) tests

Informal

Instruments used
WISC
SBIQT

Supported by Interest tests & (P) tests

what are the limitations of (I) tests?

cut off
culture bias
} main limitations.

along with issue of (I) constancy.

Ach. is measured rather than (I) ability.

These formal methods should be supported by Informal methods. like,

Identification by parents / Parent observation
Identification by teachers / teacher observation.

In many GC physical developmental milestones are being achieved @ faster pace along with the mental milestones.

Identify Kids !!!

→ Problem in identification

Exaggeration
[bright normal being confused for giftedness.]

Ignorance

teacher may be impressed by social leadership skills of the child.

Parents cannot assess the child in a learning (E).
teacher has to do it
But teacher can also be a victim of Preconceived prejudice.

Peer observation :
Problem with respect to criterion.
child might not understand the criteria
rivalry — Personal likes & dislikes.

Observation by Family Friends
∴ Family vested interests.

∴ Family Friends
∴ Parents may be exaggerating.
Family Friends are neutral observers.

Problems faced by GC

Boredom — Bcoz of the slow pace of learning in class room ⟹ results in Frustration and indulgence in anti social activities
#
Difficulty in peer adjustment & school adjustment. due to the differences in (E) needs, interest pattern & habits.
The threat of peer ostracization — being marginalised by his

forces him to underperform and display tongue tied behaviour in classroom.

social maladjustment @ school & peer group may also occur because of the over attention they get in the school as well as family.

When success comes easily some egoistical attitude is likely to develop.

Lop sided (one sided) (P) development as the pressure may be put to remain engaged most of the time in the intellectual activities. This pressure for intellectual engagement may also be guided by the realisation that gifted children can bring name and fame to the school and the family.

Problem of adjustment with teachers as their inquisitive Questioning may create insecurity in the teacher. teachers ∴ may (be compelled) try to keep the child in his place by discouraging.

gifted learner may demand certain premilages which may be too advanced to his age & the failure of the pupils to explain properly why he is being denied of those privileges causes misunderstanding and conflicts @ home.

Studies in support.

Terman & Oden

Studied 1Q with IQ 140+

longitudinal study.

found that highly gifted children were very poor

social skills and had frequent adjustment problems. they preferred to work in solitude, their occupational achievement was also not very remarkable. and some of the girls with IQ 170 & more were merely housewives.

Hollingworth,

found ~~first children~~ with IQ 140+, were poorly adjusted, many of them were extremely unhappy, were underachievers and even manifested suicidal tendencies. This was becoz they were trapped in the world with very few real peers.

The picture however becomes brighter as there youngsters mature as they are able to find the groups and settings where their abilities proved to be a real asset.

Gowan,

Identified following factors as responsible for under-achievement of GC

weak Ego control
poor use of time & money
lack of clarity and goal definiteness.
generally apathetic and withdrawing viewpoint of life.

Education of GC.

Education of students who are gifted should be based on 3 characteristics :-

curriculum designed to accomodate advanced cognitive skills

Instructional strategies consistent with learning styles in particular curriculum areas.

administrative facilities for grouping of instructions

Programmes and practices in Education of gifted students are extremely varied and includes special schools, special classes, acceleration and enrichment of curriculum.

Special grouping

special grouping includes,

special gp schools
special classes.
Modified special classes.

Special schools :

Schools meant for special students. ⟹ Taught by extremely talented teachers ⟹ Curriculum advanced considering the special needs of (I) learners.

Eg : Navodaya Vidyalaya.

Problems

social maladjustment.
Students no. # teachers availability.
Undemocratic. # Cost.

Special classes

special classes in normal schools open for only gifted children.

Modified special classes.

best option, available,

held before the commencement of the school hours either or after the school hours are over

Eg advanced text lessons are taught to gc.

social maladjustment problems happen to be the least as gc are with their average classmates during the school hours.

labour, cost effective.

II

Method of acceleration

Ⓐ implies making the gc progress @ a faster rate academically, than ordinarily done. & not carried to extreme, this method is useful.

eg: I. Early school admission.

Admission on the basis of MA & not on the basis of CA.

this method is useful when,

1. the physical development of the children is keeping in pace with mental deve.
2. standardised tests are available to identify the mental age of the child.

II. Skipping grades :

Double promotion.

Usually the kid misses out the basics (foundations).

If allowed to skip the class.

Once a popular method, now its being discontinued because

It was observed that the child misses the work of one grade completely and in the initial years when the foundation is being laid, such gaps of knowledge can make the foundation weak and cause problems later in life.

III. Telescopic grades.

Work of one grade is covered in six months.

Or work of two grades covered in one grade.

This method ensures that the child doesnot get bored by having to work at the speed of his average classmates and at the same time ensure that he doesnot miss the work of any grade.

IV. Enrichment of ciriculum

Gallagher, defined enrichment as the type of activity devoted to further the development of particular Intellectual skills and talents of the gifted children. Included within the Programme of enrichment are the development of skills like

ability to associate and inter-relate concepts.
ability to evaluate facts and arguments critically.
ability to create new ideas and Originate new lines of thought.

ability to Reason through gxx complex problems
ability to understand other situations and people
along with, (additional points)

Included within enrichment is the exercise of teacher challenging the gifted learner with additional assignments and readings

offering additional learning experiences such as foreign language
provision for extracurricular activities

MENTAL RETARDATION.

AAMR — American association for mental Retardation

defines MR as,

"Mental Retardation refers to substantial limitations in present functioning and is characterized by significantly sub-average intellectual functioning existing concurrently with related limitations in two or more of the following applicable adaptive skill areas namely, communication, self care home leaving, social skills, community use, self direction, health and safety, functional academics, leisure and work"

MR as commonly understood,
sub average intellectual functioning, a score below 70
in standardised (I) test, + functional deficits.
lack adaptive skills needed for day to day functioning.

(I) now includes adaptive skills also.
specially when we talk of mentally Retarded.

Conceptual shift in (I) brought about by Gardner & DAS's model.

Mental Retardation manifests before 18 below 18 years.

the current AAMR definition reflexs 3 trends,

~~# A broadening of definition beyond a~~
single criterion of an IQ score.

Lowering of IQ score used as a cut off

A view that retardation as a condition that can be improved

Professionals are generally more conscious of identifying the students as retarded than they once were because, # there has been a history of misidentifying students of minority group as retarted.

#The label of 'MR' may have harmful consequences for the students.

#some believe that to ~~a~~ certain extent MR is socially constructed

Statistically speaking a person should score below 70, on a standardized intelligence test to be labelled as retarded. and the two most common tests used to identify MR are WISC (III) & K-ABC [koffman assessment battery for children]

Cautions in interpretation

several cautions need to be exercised in interpreting the IQ tests because,

these tests may be culturally biased

the younger the child, the less reliable the result

ai individuals IQ score can change.
[underperformance due to ↓ (m)]

a persons ability to live a successful life doesn't solely depend on his/her IQ.

Causes of MR.

MR are different from slow learners.
MR (below 70)
slow learner (70-85)
average I (85-109).
mild (55-70).

Chromosomal aberrations
catastrophe.

causes for mild MR & severe MR are diff.
mild MR are by chance happen to fall in the lower range of bell shaped normal curve.

No of genetic & / or (E) factors operating independently also.
so also referred to as, socio-cultural / cultural familial retardation.

when, there is no evidence of brain damage
#
atleast one sibling is retarted
atleast one parent is retarted.

Today professionals use the term more broadly to indicate mild retardation that may be due to understimulating environment & / or genetic factors.
Majority of the retardation population fall in this category.

Severe Retardation

These children look different from their non disabled peers, often diagnosed in infancy or before entering the school.

can be put into 2 categories,

~~# Genetic factors : includes Chromosomal abnormalities~~

Eg: down syndrome.

② Those due to hereditary transmission

Eg: Fragile 'X' syndrome.

③. PKU. (Inborn errors of metabolism)

③ Brain damage can result from,

Infections,

④ Hazards.

Infection → Rubella [through mother]
Herpes simplex
Syphilis

infections in mother that can cause MR in the child. the examples of infection in the child that can result in mental retardation are meningitis, Encephalitis AIDS (pediatric)

Environmental hazards include, blows to the head poisons, radiation (to both), malnutrition Birth injury, poisoning resulting in MR can occur in both expecting mother & in child

foetal alcohol syndrome.

major health hazard for expecting mothers who consume large amount of alcohol and/or their

unborn children.

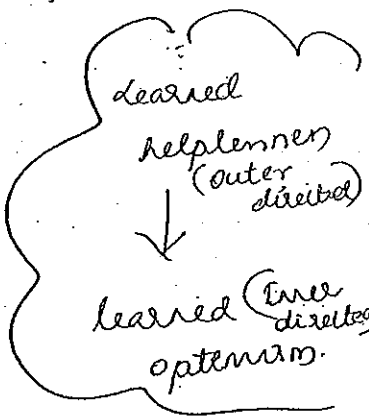
Levels of MR

By AAMR

IQ Range	Type
Below 25	Profoundly retarted.
~~25 – 39~~	~~severely retarted.~~
40 – 55	moderately retarted
55 – 69	mildly retarded.

Characteristics of MR

1. Poor motivation. — History of failure behind them leading to learned helplessness.
   making them outer directed.
   Tend to give up easily.
2. They are well behind their normal peers in all areas of achievement
3. poor language development.
4. self regulation poor
   individuals ability to regulate his behaviour, it is closely related to the concept of meta cognition which is the persons awarenes of strategies to perform a task.
5. Poor social skills leading to poor self concept
6. Poor memory, abstraction & generalisation capacities
7. short attention span.



Mild Retardation

capable of some degree of independent functioning and can be made to support themselves occupationally, socially and economically with special training.

~~# they are capable of learning language~~

Moderately retarded

capable of learning certain basic skills and survival vocabulary and with persistent training can be made capable to taking care of their personal needs.

Severly retarded

need total care
cannot learn language.

Profoundly retarded

cannot be trained, educated
no language &
retardation accompanied with physical handicaps.
often die young

How do you identify MR? same way the Gc are identified.

INTERVENTION

1. Education

An optimistic model of mental retardation, views retarded children as capable of growth

development and learning.
Therefore they should not be left to their fate. and instead systematic attempt should be made to train and educate them.
Their training has 3 aims,

1. To develop in them the sense of personal adequacy i.e to enable them to form the self concept so that they can be at peace with themselves. This can be done by making them aware of their limitations but most importantly their strengths so that they can capitalize on it & win strength.

2. To develop in them the sense of social adequacy by making them learn the correct attitudes dispositions and skills which will enable them to establish good relations and adapt successfully to community living.

3. to develop in them occupational adequacies by teaching them skills that will enable them to get a job.

Methods of intervention

I. Motivation.

⇒ Taste of success by ensuring the tasks that they are interested with match their mental ability.

⇒ Effectgee producing feedback

⇒ Positive reinforcement should immediately follow successful performance.

· concrete reinforcers

maximum use of multi sensory input
multimodal input [better retention]

interest is sustained

spaced practice [boredom ↓ no fatigue] [∵ attention span]

Individualised instruction.

since they have poor abstraction & generalisation skills
∴ instructions should be explicitly stated.
Teaching must proceed from,

simple ⟶ complex
known ⟶ unknown
easy ⟶ difficult
concrete ⟶ abstract.

Teaching language to the Retarted children isn't an easy task. [only for mild R]

∴ #1. it must be taught in everyday context
#2. child should be encouraged to use the language in wide variety of context.

& for those retarded children who are not in a position to use language must be taught sign language & action language.

These methods of Typical instruction can be effective if,

✓ diagnosis is made in early stages
✓ supportive therapy & Training is made available as soon as first signs appear
✓ Mothers be guided and taught the techniques for promoting intellectual, social and physical development of the children.

Other methods can include,

1. Interaction with non-disabled students.
2. Community based institutions, Educational programing needs to take place in community as much as possible.
3. ~~Functional activities, which~~ implies practical inputs to enable them to live as independently as possible.
4. Family involvement, for encouragement, the skills learnt @ school would be put to use in family setting
5. Integrated therapy [:: variety of problems] services of variety of professionals such as occupational therapists, speech therapists should be taken.

There are 3 approaches that have been used,

1. Modified subject approach

   here the subjects are taught seperately as it normally happens in the school but the content and method of teaching takes care of the learners limited intellectual capacity and slower rate of learning.

Risk is that the area of learning may become over compartmentalised and unrelated to reality. and the children may be taught what they is the watered down (diluted) version of the subjects meant

2. Integrated approach

It seems to breakdown the subject barriers and relate what is being taught to needs and the requirements of the learners.

Problem is that, it is difficult to grade the work in such situations and the teaching of basic skills may suffer.

3. Compromise approach

Curriculum is structured in such a way so as to provide for two programs that are to be implimented simultaneously and one complementing the other. One of the programs is the core programme that tries to develop the writing skills in 8 hours and complementing this is a wider program that is a peripheral program that aims at increasing the child's awarness about the world and providing him experiences of practical nature that are of use in daily life.

If classes are kept small and both the programs are judiciously implemented then this approach is likely to provide real benifit to the retarded learner and also facilitate self pacing.

Learning styles :

Cognitive style ⟶ individuals characteristic and consistant manner of processing

Loose fertilization of researches on personality & cognition.

cognitive style/processing of an individual when it comes to a learning situation is called as — learning style of that ①

Generality & Consistency & adaptability 3 dimensions.

Generality = not just a small group of people, it is applicable to a large population. large coverage.

Adaptability Applying this learning style across the situations.

convergent thinker (name will remain the same across situations.

Consistency ① holds on to his style, whatever type it is.

Learning styles

I The term learning style in Ycal literature has been used in two distinct ways, it has been used to indicate a broad description of relatively consistent behaviour related to the ways of going about learning. It is treated as individual difference of generality Comparable to (I) or (P) but describing consistency in the ways people tackle the learning tasks.

"OR"

II. "Learning style has been narrowed to parallel the idea of cognitive style with the use of bipolar traits but described in relation to the learning tasks found in Educational context."

different styles.

Convergent & divergent

flexability Vs constriction.

deep app.

Achiev app

surface app.

Learning style Organismic construct it is! it neither in the stimuli nor in the response.

activist, theorist ⇒ overly conservative prone to misjudgement

↓

Too much of generalisation sometimes impulsive as well.

why did the research on L.styles caught so much of attention?

due to its possible applicability in Education.

Generalisation possible with it, across the population.

learners were keen in knowing their L.styles & shape it / change it for better.

especially in educating exceptional children.

Early intervention is what is needed L.style once acquired hard to be changed. as early as pre-school level.

Learning Disability.

NJCLD, National Joint Committee on Learning disability,

"LD is a general term that refers to heterogenous ~~group of disorders manifested by significant~~ difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities."

These disorders are intrinsic to the individual, are presumed to be due to CNS dysfunctioning and may occur across lifespan.

LD ||
Unexpected
underachievers.

CAUSES:

I # Organic & biological
II # Genetic
III # Environmental [least]

I. Neurological factors have been majorly responsible for learning disability. PET & CAT scans have suggested CNS dysfunctioning and EEG recordings suggest abnormal brain waves pattern in children with LD.

II. Hallgren, found that, first degree relatives of people with reading disability have an increased risk of reading disability.
Lewis & Thompson, found higher concordance rate

for speech and language disorders and reading disabilities in MZ twins as compared to DZ twins.

III. Inadequate stimulation (learning experiences) esp in the formative years may result in brain damage which inturn can manifest in the form of LD.

Nutritional deficiencies may also cause brain damage and subsequently manifest in LD.
Poor teaching may also lead to LD.

LD are in fact Teacher disabled
If I (student) cannot understand what you (teacher) teach Me, can you teach the way I understand !?!

Characteristics of LD.
(Physical & Behavioural)

Academic achievement problem is a hallmark of LD.

Reading : children with LD have deficient linguistic skills because of their inability to understand the rules how various sounds go with certain leatters to make words, they also have difficulty in processing visual info from the letters.

writen language they have problems in one of the following areas,

hand writing
spelling
composition.

Spelling problem occurs because they face difficulty in
understanding correspondance between sounds and letters.
Poor hand writing is due to their inability to write fast
they also face difficulty in creative aspect of comprehen
-sion

E. Mathematics

~~maths problem~~ is secondary to Reading disabilities. LD have trouble in applying problem solving strategies and in computing math facts.

Spoken language

They have problems with mechanical and social use of language. mechanically they have trouble with syntax; semantics and phonology.

B. Perceptual, perceptual-motor & General coordination Problems.

Hallahen found that LD exhibits visual and auditory perceptual disability, they have trouble in discriminating two words that sound alike. they have difficulties in doing physical activities involving motor skills both gross & fine.

C. Disorder of attention & Hyperactivity.

They can be easily distracted or hyperactive, cannot attract to one task for long and have poor listening habbits.

LD with attention problem of severe nature are diagnosed as ADHD.

e. Cognitive, Meta cognitive & memory problems.

Hallahen found that they have a problem in remembering assignments and appointments it has also been found that they have difficulties in using their working memories as a result they find it difficult to do two tasks ~~simultaneously~~ they have difficulties with comprehension monitoring.

Because they have poor metacognitive skills :- their strategy deployment for problem solving happens to be poor.

f. Socio-emotional problems

occur due to the rejection by others and in turn leads to poor self concept.

they have deficits in social cognition and such children happen to mis-read the social cues which in turn causes social isolation.

g. Motivational Problems

Persistent failures results in low (m) & the sense of learned helplessness gets internalised

ASSESSMENTS

standardised achievement tests.

The most popular instrument used is, WIAT "Wheschlers' (I) achievement test, it assesses achievement in all areas relating to learning disability such as reading comprehension, spelling, written expression listening comprehension etc.

It is used in conjunction with WISC [Weschlers (I) scale for children] both these tests help to locate the descripencies btw achievement & abilities.

The major limitation is that they cannot provide much insight into why students have these difficulties. They only help to identify learning problems and provide gross indicators of academic strengths and weaknesses.

Informal reading inventories

A common method of assessment in which a series of reading passages or word list graded in order of difficulty are presented to the students. The teacher begins with the most simple list and depending upon the performance of the student are further exposure is decided, this method enables the teachers estimate the level of the student and the kind of errors the student is likely to make. The info obtained through this method can be used in designing instructional interventions.

3. Formative Evaluation method

involves the direct measurement of students behaviour to keep track of his progress. this method is less concerned with inter individual comparisons and more concerned with how the students Perform are stands in the light of his abilities.

In this method the assessment is done by the childs teacher and not by the school Psychologist.
and the performance is measured two - 3 times a week.

4. Curriculum based assessment

It has been designed to measure childrens performance on a particular curriculum when they are exposed to it. CBA compares the performance of the student with his peers.

REHABILITATION / INTERVENTION.

Problems / Challenges.

- Heterogeneity : very heterogeneous group.
  wide variety than gifted children.

- co-morbidity : the disorder doesnot exist alone, accompanied by other disorders as well. like ADHD.
  ↑ CD+

two ways of intervention,

- cognitive training &
- direct instruction.

cognitive training involves 3 components,

changing the thought processes
providing strategies for learning
Teaching self initiative

Authorities give 2 reasons as to why cog. training is particularly appropriate for LD children viz,

1. It enables them to overcome cognitive and metacognitive programs by providing them with specific strategies for learning.
2. It helps them to overcom (m) problem of learned helplessness. by promoting self initiative through their
3. Involvement in Problem solving activities.

& some of the imp techniques under cog-traits include

self instruction
Mnemonic key word method
Scaffoldinged instruction.
self instruction, the idea is to make the students aware of various problem solving tasks as they perform on them inorder to bring their behaviour under verbal control all this is done gradually, typically the teacher first models

the use of verbal routine while solving the problem and closely supervises the students using the same verbal routine while doing the task. thereafter the students do the same on their own.

? verbalisation needed when I verbalise a problem I increase the problem space. solution becomes easy!

mnemonic keyword method is designed to help students with memory problems remember the info by presenting to them the pictorial representation of the abstract concepts.

Scafolded instruction, is the assistance provided to the students when they are first learning the task, gradually the support is withdrawn and the individuals do the tasks independtly. the type of scafolds the teacher provides can vary. One of the prominent method of scafolded instruction is reciprocal teaching, in this teacher teacher and students change positions periodically It is usefull becoz it helps the students follow the strategies used by the teacher effectively it allows them the opp to try out new strategies while being monitored by the teacher aim is to achieve self sufficiency in learning process.

Direct instruction

Advocates of this approach stress upon the systematic analysis of the concept to be taught rather than the analysis of the student. a variety of direct instruction methods are available for teaching maths and ~~language~~

these programs consists of ~~precisely sequenced~~ fast paced lessons taught to a group of 4-10 students. there is heavy emphasis on drill and practice the teacher teaches from well rehearsed scripts. and the students follow the teacher who uses hand signals, to prompt participation. the teacher offers immediate corrective feedback of errors and praises the correct performance.

GUIDANCE & COUNSELING

oo

Difference btw

Counseling & Psychotherapy

Guidance & counseling.

Explain the different Psychological test that are used in Educational settings ?

Guidance & counseling.

Guidance	Counseling
Element of mutuality ↓	Element of mutuality ↑
I Guide U [counselor] [client]	we work together & reach a solution.
Non-clerical	Mostly clinical in nature.
Subject who is seeking Guidance is passive	client is active.
	Process involves paraphrasing,

Guidance is an organised set of services whose objective is to assist an (I) development in consonance with his personal and social needs. It is the help given by one person to another in making choices and adjustments and in solving problems.

The US office of education defines guidance as,

> "The process of acquiring the (I) with various ways including special training in which he may discover his natural endowments so that he makes a living to his own advantage and that of the society."

Basic Principles of Guidance.

Guidance is for total personality development
Guidance is for everyone and may be needed @ any stage of life.
Guidance considers giving importance to individual differences.
Guidance involves the study of (I) & his evaluation
Guidance involves co-operative effort
It should be provided by a trained personnel.
It is an integral part of total educational process.

Goals of Guidance

Exploring self
Improving Efficiency
Building relationships.

accepting responsibility for the future
Exploring the world of work
determining values.
setting goals

Educational Guidance

is the assistance provided to the students so that they can make adjustments with school curriculum and in school life.

Traxler, has defined it as an extensive process that is related to every aspect of school eg: curriculum, methods of instructions, disciplinary procedures and the like.

Educational (G) :- includes the methods and techniques by which the process of education is carried forward. It enables the student to meet successfully various challenges posed by different levels of education.

Vocational (G)

ILO, refers to, assistance given to the (E) in solving problems related to occupational choice and progress with due regard for (C) characteristics and their relation to occupational opportunity."

The objective of vocational (G) is to organise and conserve human resources.

it enables the (E) to develop and accept an integrated and an adequate picture of himself and his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to the society.

Counseling

Pepinksky & Pepinsky defined counelling,

As an interaction that occurs between the counsellor and the client

takes place in a professional setting

Is initiated to facilitate changes in the clients behaviour.

Andrew, defined (C)

"As a process of mutual learning."

In this process there are 2 (I)'s,

One seeking help and the

other trained one who assists the first person

in such a way as to ensure his optimum development

Characteristics of ©

© is related to 2 individuals -
  # counselor
  # counselee
They have face to face contact
solution of the problem is arrived through mutual discussion.
© is a trained person
Counselling is an active part of the entire process of guidance.
Counselling is learning oriented process helps individual in solving their behavioural problems.
Counseling is based on an interview and is possible only in a cordial and cooperative ©.

Types

Counsellor oriented counseling.
  also known as directive ©.
Counsellee oriented ©.
  also called as non directive / client centred ©.
Counselling equally oriented both to the counsellor & the counsellee.
  Eclectic ©.

STEPS

I. Analysis ⟹ • define problem.
• gather info
• select tools

II Synthesis

III. Diagnosis

IV. Interpretation

V. Follow-up.

Career (C)

Is a process of helping the candidate to select the course of study that may help them to get into job or make them employable.

A career (C) helps the candidate to get into a career that helps him suites his aptitude, attitude, (P) intrest and skills.

∴ It is a process of making effective correlation betn the internal Ψ of a candidate with the external factors of Employability.

The approach of career (C) varies but it generally include the completion of one or more assesments, these assesments typically include cognitive ability tests and (P) assesments.

Eg: SVIB, MBTI, MEDAS,

Guidance & counselling.

Both (G) & (C) are used to solve life problems, the basic difference however is the approach, in the process of guidance the clients problems are listened carefully and ready made solutions are provided by the expert where as in (C) clients problems are discussed and relevant info are provided inbetween.

In the end of the (C) process the client is able to have insight to the problem and he becomes empowered to take his own decisions.

The decisions that come out from (G) & (C) process may be the same, but in guidance the process of decision is taken by the Guide, where as clients take their own decision in (C).

Psychotherapy & (C).

(C) needs Educational setting where as Psychotherapy needs medical setting.

operational area of (C) is very extensive (Pt) is deep.

(C) takes much less time than (Pt).

(C) is concerned with reeducative & supportive goals.

(Pt) is concerned with reconstructive goals

(C) there is more of suggestion & advising (Pt) involves diagnosis interpretation & intervention.

© helps in understanding and resolving the adjustment problems of normal ①

(Pt) is concerned with understanding and resolving behavioural problem of abnormal (E).

Sports Psychology.

1. Individual sports Vs Team sports.
2. Athletic personality.
3. Peak performance, choking, stump.
4. Ycal skills and interventions to help performance improvement.
5. History of sports Ψ.

Team sports depends on.
Inter personal Communication & Interdependence.
↓
Illusion of Invulnerability
" diffusion of responsibility

---

* PLOC → Perceived Locus of causality. (Deckers Ryer's theory)

Competence
Autonomy.
Relatedness
⟹ Intrinsic motivation [Self determination theory.]

+ nach

Reinforcing the achievement integrity.
Realistic goal setting.
Focus on Performance than outcome.
} Motivation & Sports Ψ.

* Self-efficacy (Bandura's theory *

Reinforcing self-efficacy by
* Posture goal discrepency.
* Encouragement
* Vykerious reinforcement
* Role model.

* Attribution.

* Cognitive factors

like attention [directing the attention to relevant cues]

* Schemas. bringing out the right schema

memory { declarative memory. / procedural memory. }

Social facilitation

audience could be facilitatory or adverse

Eg: few cricket teams perform better overseas compared to their homeland

Construct of Athletic (P)

as such is not validated

ofcourse there are certain traits that can be present in an individual / set of (I) which makes them more athletic.

Stress — Destress

worse @ 3 levels

Intervention @

Individual level. [reconstruct the schema]

the Institution level.

@ family level.

Sports & Exercise Ψ

is the scientific study of Ψcal factors that are associated with participation and performance in sports, exercise and other types of physical activities

sports Ψgists are interested in 2 main areas

(A) helping athlets to use Ψ principles to achieve optimal mental health and to improve performance

(B) understanding how participation in sports & exercise and physical activity affects

(1) Ψ, development & well being throughout the life span

A true sports Ψgist is interested in much more than performance enhancement as he sees sports as a vehicle for human improvement enrichment.

Norman Triplett

Pioneer in sports Ψ.

Social facilitation.

Father of sports Ψ

Coleman Robert Griffith.

Established first sports Ψ lab in the University of Illinois in 1928.

"studied the relationship btw (P) variables & physical performance"

Actual research development took place around 1950's & 1960's [formative years in sports Ψ]

Now they work in 3 areas:

clinical & counselling sports Ψ

Educational sp. Ψ

Research s. Ψ

Sports Ψ Performance = Ability (2 types) × Motivation.

↑ by { self efficacy, n ach, arousal & anxiety management, Inverted 'U' curve.

Innate dispositions

Acquired skills ⇓ facilitates near perfect learning & Execution.

optimisation. [optimum utilisation of innate dispositions.]

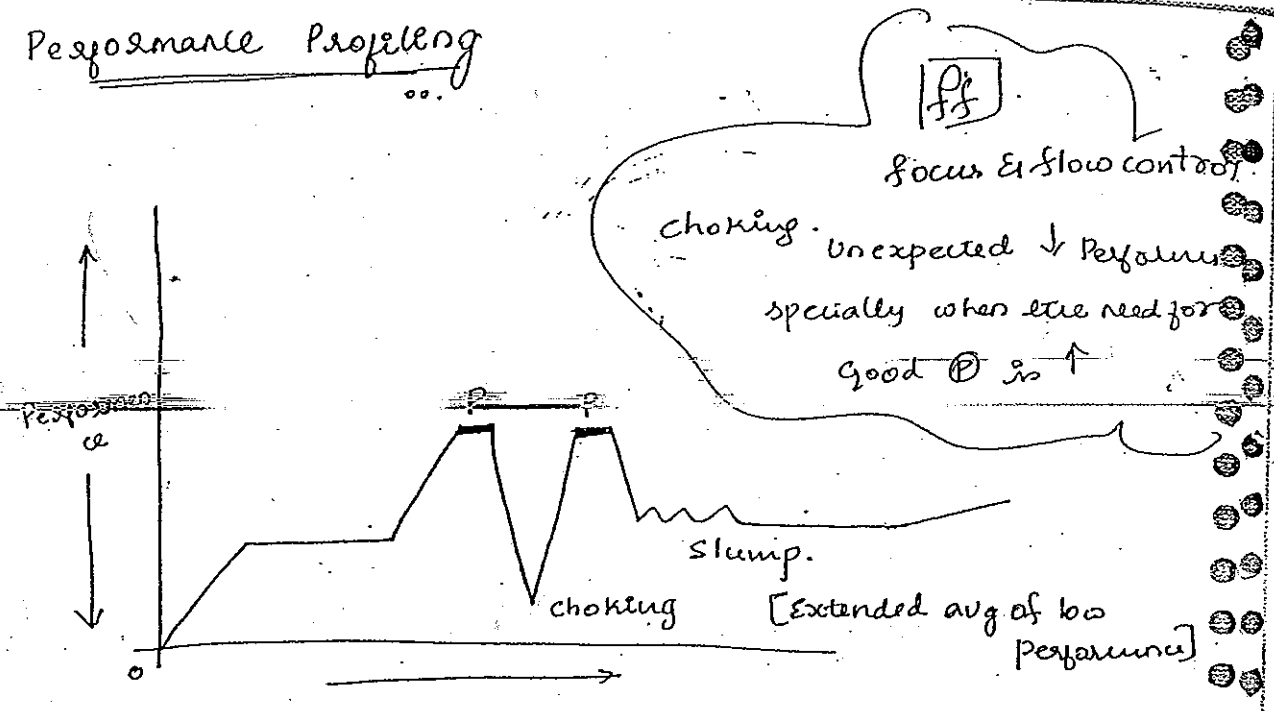
telic Vs Paratelic (P)

PERFORMANCE

Sports performance = Physical aspects × skill techniques × Ψ readeness.

For effective Participation minimum requirements

Performance Profiling



Performance profiling of an athlete if measured is generally found to be variable, every athlete witness the periods of high and low performance performance profiling is one of the methods to chart out athletes' performance over time.

Peak Performance

These are the episodes in which athletes report complete engagement with the immediate task.

It is a state of focus & flow control where athletes are in a state of Trans and are engrossed energised. to give their best performance.

[↳ Maslow's peak experiences.]

Gallaway & Jerome identified following behaviours in athlete in peak performance state.

Dissociation & Intense concentration.

Perceptual changes include slowing down of time perception & object enlargement.

feeling of freshness.

The athlete neither feels fatigue nor pain.

feeling of unusual power & control.

An interesting aspect of this is that one cannot force it to happen. It happens by itself and if a person reflects upon this phase, it disapears. It therefore requires an alternate route of letting it happen, anxiety and arousal management paves way for reaching peak performance.

Peak performers.
Assertiveness
self sufficient.
n-ach ↑
↓ anxious

In contemporary times, sports psychologists have become more interested in individual difference rather than group commanalities as it is recognised, athletes vary widely on characteristics like arousal level, pain tolerance & anxiety management

these factors interact in different ways across different situations / concept of athletic (P) is discarded.

Hypnosis.
two types of theories.
State theories
non-state theories.
(H)
~~Is it a trance like state?~~

Ψical skills in Sports

bodily and behavioural control skills
[Physiological arousal managent]
cognitive skills.
Emotions & self regulation skills
~~Motivational skills~~.
social & interpersonal skills

1.

Bodily & bes skills, relate to controlling ones' physiological functions and actions such as regulating ones bodily state and readiness & acquiring and polishing motor routines that are necessary for sucessful performence.

Transaction approach to stress. (managent)
Lazarus
diff from transactional approach to perception
stress is a function of ①'s vulnerability [physical] with his perception

2. Cog skills are those that primarily involve mental processing, they encompass those broad such as only mental imagery, monitoring thought processes, cultivating self talk, attending and concentrating in optimal ways.

E skills typically involve regulation & optimization of affective states including ability to control anxiety and foster the mood and feelings about oneself.

Provide athletes with inducement & impetus to excel and may involve things such as goal setting and responding to social facilitation.

interpersonal skills related to ones smooth interaction with others in sports & include Communication ~~ability~~ & the regulation of emotions in a team environment.

Methods of Intervention

Relaxation training.
Attentional training (Attention control training)
stress management techniques such as REBT, SIT, stress inoculation training etc.
Goal setting training
Assertiveness training.
Hypnosis, & Auto suggestion.
Training in positive self talk
Attributional training.
Efficacy building programmes
Achievement Motivation training.
sensitivity training
Communication skill training.
Creativity enhancement training.
Role playing.

Relaxation training is imp for anxiety, anger management and emotional regulation.

relaxation procedures can effectively reduce tension & anxieties associated with sports and can be adequately categorised under 4 heads

Progressive R.
Autogenic Train
meditation
Biofeedback

Them all result in relaxation response which consists of physiological changes that are opposite of flight and fight response of our sympathetic nervous system.

4 factors that are necessary for elicity relaxation respon are, # a mental device
Passive attitude
decreased muscle tone
quiet environment.

Mastering technique of deep breathing for the purpose of relaxation and providing relief from tension is an imp component of each of the 4 relaxation techniques

Meditation is tied directly to selective attention.

Progressive relaxation relies upon dynamic contraction and relaxing of muscles.

Autogenic training concerns with the feelings associated with muscles and

limbs associated with the body it makes series of mental images inducing body to bring about the sense of warmth in body.

Biofeedback provides a way for athletes to be determine ~~the level of physiological~~ arousal and how to maintain the changes. calculate to reduce anxiety.

Attention control training :

It is the process of narrowing & widening attention through arousal management strategies

ACT helps the athlete to,

maintain his focus - through the control of his Emotion and arousal

to eliminate negative thoughts

thought stopping & centering skills help an athlete avoid errors caused by -ve thoughts and diverted attention helps the athlete to displace -ve thoughts with +ve thought

* centre his attention internally while making minor adjustments in arousal.

* Focusing externally on task relevant cues

* Execute the sport skills as soon as one has achieved attention control.

Next class ki photostat - Rest of sports ✌.

Terrorism

cc.

Where else did we speak about Violence?

Intergroup conflict
victims of violence (Rape, domestic, & Communal violence)

Violence.

Psydynamically
~~Id, Super ego conflicts~~
behaviouristically.
Reinforcers,

Terrorist — person, person centric approach
Terrorism — Process, Process centred approach

Extremist Vs terrorist.

Difference is seen only in the direction of the activity.

all extremists are not terrorists but all terrorists are extremists

Is there a Terrorist personality/mind
No! the very idea is redundent

Are terrorists normal individuals & they have Psychopathology.

They are normal individuals.

earlier it was believed that, Antisocial were considered Psychopaths ⟺ Terrorists.

Terrorism involves delayed gratification.
where as psychopathic individuals are work for immediate gratification.

1. Definition of Terrorism :
2. Concomitants of & of Terrorism
3. Popular hypotheses relating to terrorism.
4. Terrorist Motivation.
5. ~~Breaking~~ down the barriers to violence
6. Pathways to terrorism.
7. Group dynamics & Structure in terrorist Organisation
8. Factors that sustain terrorist Organisation & those that bring their dissolution.
9. & of victims of terrorism.
10. Fighting terrorism.
11. Rehab of victims & Rehab of terrorists who have renounced terrorism.

Definition :

Hardman ;

" Terrorism is the method, or a theory behind the method whereby an organised group or party seeks to achieve its aim through systematic means of violence "

Terrorism As a process comprises of discrete phases starting with becoming a terrorist and then moving on to being a terrorist, remaining involved in terrorism, engaging in terrorist attacks and finally disengaging from terrorism.

According to Murray,

True understanding of ✱ of terrorism should include,

advanced knowledge of how & why individuals become attracted to terrorist groups & organisations and the interventions to reduce the likelihood of individuals joining such groups.

Advanced knowledge about the relationship btwn terrorists & terrorist groups and the use of that knowledge to develop ways of influencing and disrupting the functing of there groups.

Govt which is fighting against terrorism One thing it does is to make sure the popularity of this organisation is cut down. people no more follow, admire the principles

Increasing Our understanding of the ways individual & groups react to terrorist events and to anticipation of terrorism and to counter terrorism strategies with the goal of limiting -ve effects of terrorism and -ve reaction to counter terrorism effects

developing effective methods of Communicating info about terrorism risks to policy makers, first responders and public in the ways

that are consistent with underlying behavioural science principles and that are informative to and understood by the recipients.

building resilience among the potential targets of terrorism and developing methods of thwarting the success of terrorists in ~~[illegible]~~ fear, anxiety and alarm.

PROMINENT HYPOTHESES ABOUT TERRORISM.

Narcistic Rage Hypotheses.

assault on modest self ⟶ react with Rage.
↓
Narcinist people

Grandiosity.
self gets split ⟨ Good self ⇒ "me" mine
Bad self ⇒ "Society" "they" them

(Psychodynamic type of explanation)

The Grandiose self when attenuated by reality testing is an essential ingredient of healthy ambition, self confidence and development of mutual loving human relationships. If not neutralised by reality testing the grandiose self produces individuals who are sociopaths, arrogant, and lacking regard for others.

when such individuals either narcissistic insult or injury they demonstrate rage reactions, which are designed to re-establish self esteem following humiliation. Narcissistic rage therefore can be understood in terms of frustrated expectations of absolute power of omnipotence by grandiose self. (Abandon)

Ego of such individuals relinquishes its reasoning capacity through the defense mechanism of splitting the self renounces any suggestion of inherent limitations and attributes all failures and weakness to others the good self is projected on to one self and the bad self on others.

Negative Identity theory [Erikson]

Knutson, uses Erikson's concept of -ve identity to account for terrorism.

-Ve Identity is defined as an identity perversely based on all those identifications and roles which at critical stages of development had been presented as most undesirable and dangerous and yet also as most real.

It involves vindictive rejection of the role considered desirable & proper by the (1) family and community. It probably results from excessive normative ideals.

demanded by ambitious parents or superiors.
If a +ve identity is not possible ie ① prefers to 'being bad person' to 'being nobody'.
In case of nationalist, seperatist terrorism, -ve identity has a slightly diff meaning. Such terrorism has ~~Social approval within~~ minority community and fearing nationalist terrorist group doesnot represent an obsolete -ve identity, rather -ve identity reflects values instilled earlier in life and ethnic roots & traditions.

Frustration Aggression Hypothesis

Egoistic deprivation [relative deprivation]
= ② (its both ① & group affair)
Fraternal deprivation is group affair

it could also be the displacement of Hostility.

#
Relative deprivation

Frustration — collective — Actions.
& anxiety courses ↓ blocked
⟹ Terrorist.

→ This theory has its genesis in the feeling of relative deprivation and the frustration that stems when the legitimate course of action to restore equality are blocked.
Relative deprivation feeling sets in when an ① & group feels that its position & happens to be

efficio to the Ref. group

this can be Egoistic

fraternal

Fraternal, it can be instrumental & developing

~~Collective connections and the group can~~

demand for corrective actions and when these demands are not met, frustration is produced which may be manifested in the form of aggressive behaviour against the outgroups.

MOTIVATION BEHIND TERRORISM / TERRORIST MOTIVATION.

Martha Crenshaw has identified 4 categories of motivation among Terrorists,

opportunity for action

Belonging/a need

desire for social status

acquisition of material reward

Post, is of the opinion that the terrorism is an end unto itself independent of any stated political & ideological objectives.

Based on the review of existing literature 3 motivational themes appear to be prominent & constitute # Injustice

Identity

Belonging

One of the strongest motivation behind terrorism is vengeance, particularly the desire to avenge not oneself but others, vengeance can be specific or diffused but it is an obsessive drive that is a powerful motive for violence towards others specially people thought to be responsible for injustice

An individuals search for identity may draw him to the terrorist organisation in a variety of ways.

James marcia, calls "Identity foreclosure" as a Ego mechanism where by a role and set of ideas and values are adopted without personal critical examination.

The absolutistic black and white nature of most extremistic ideologies are often attractive to those who prefer reflect identity foreclosure as they tend to avoid complexity and critical examination of complex issues.

A variant of this process is one in which an individual defines his identity through group membership his personal identity is merged with group identity with no sense of individuality of uniqueness.

According to Johnson & feldman, membership in a terrorist group provides a sense of identity and belongingness to those personalities whose sense of

Identity is flawed:

Belongingness:

Many Yt are of the opinion that the real cause & Ycal motivation for joining the ~~terrorist group is the fulfillment of need for~~ connectedness and affiliation for the (I) who are social rejects joining a terrorist group gives them real sense of belongingness after a prolonged period of alienation and rejection.
The terrorist group provides them the security of family by subsuming individuality to group identity.

PATHWAYS TO TERRORISM

HACKER, has framed the progression in three stages,

the first stage involves an awareness of opportunities
the second stage it marks a recognition that the operation was social and therefore not avoidable
the third stage was an realisation that it was possible to act against the oppression.

Eric Stan explored the existence of a common developmental pathway by which interest enter this profession.

The four stages in the process are as follows,

Early socialisation processes.
Narcissistic injuries (self esteem -ve influenced)
escalatory events [Eg: confrontation with police.]
personal connections to the terrorist group members.

Psychological factors that are responsible for removing/breaking down the barriers to violent actions."

Outside In [Group/social environment]
Inside out [Internal cognitive adjustments to perceive the environment.

Barriers to violent action

Outside In

Diffusion of responsibility [-ve self evaluation]
mitigation of culpability ['m not guilty]

Social, Psychological research has found out that people feel less responsible when either in the presence of & behalf of a group, they engage in a transgressive behaviour. this phenomena labelled as diffusion of responsibility has been studied primarily in relation to bystander apathy and the failure to act to help others.

another associated factor is displacement of responsibility where the actor mitigates his own culpability by noting that he comited the act under the mandate of some authority.

2 # De-Individuation

(It is essential for violence to occur.)

It means that individuals are not seen or paid attention as individuals. Factors such as anonymity group presence and physical arousal facilitate a de-individuated state and disinhibited behaviours can be explained with reference to de-individuated state.

3 # Obedience.

displacement of responsibility can occur in response to the directions given from someone in position of authority, the mechanism of obedience is that the actor transverse his moral agency from self to the authority. People do what they are told to do irrespective of the content of the act and without the limitations of conscious. as long as they perceive that the command comes from the legitimate authority.

Stanley Milgram's experiment.

person cram

P outside

IT & its impact on behaviour.

1. Mass media & its impact — (30)
2. T.V. 10/30/30.

~~Social change~~

~~Rural development~~

Pro-antisocial behaviour

Instrument for value development.

Personal antisocial.

3. Mass media & social change 30.
   Mass media & its impact on behaviour - 30.
4. IT & its impact on behaviour. (30)
5. Distance Education through IT. (30 M)
6. Multi level marketing
7. Entrepreneurship through IT (20).
   Disintermediation.

Mass media & its impact on behaviour.

Mass media refers to the medium of communication with the masses, it includes the entire family of technological devices that make the communication with the masses possible.

Of the various MM, TV happens to be most forceful because of its impact on.

Auditority and visual modalities
Because of its ability to entertain us without effort
Its ability to inform us with min effort
T.V. watching can be combined with other non-media activities
Even illiterates can enjoy watching & get informed through T.V. programme.

Typical Effect of T.V.

Immediate. ⟹ # Immediate.
Priming.
Excitation transfer
Catharsis
Imitation.

Long term.

Long term
Desensitisation.
Disinhibition

Priming.

Implicit memory is reactivated when little cue is available.

'13' is likely to be read as B if you were told to find a 'B'.

Excitation transfer.

+ve / more -ve emotions transferred to other situation leads to misattribution of arousal.

Catharsis

Pent up feelings released, through cathartic mechanism.

T.V. (media) as a societal tool.

Media as a diffusion tool.
media as an agenda setting tool.
media as a social management tool.

1. Media is a powerful medium which can be used in spreading new ideas & innovations. The mass and the interpersonal messages are recieved by the individuals who are part & parcel.

A Individual influence
Normative influence.

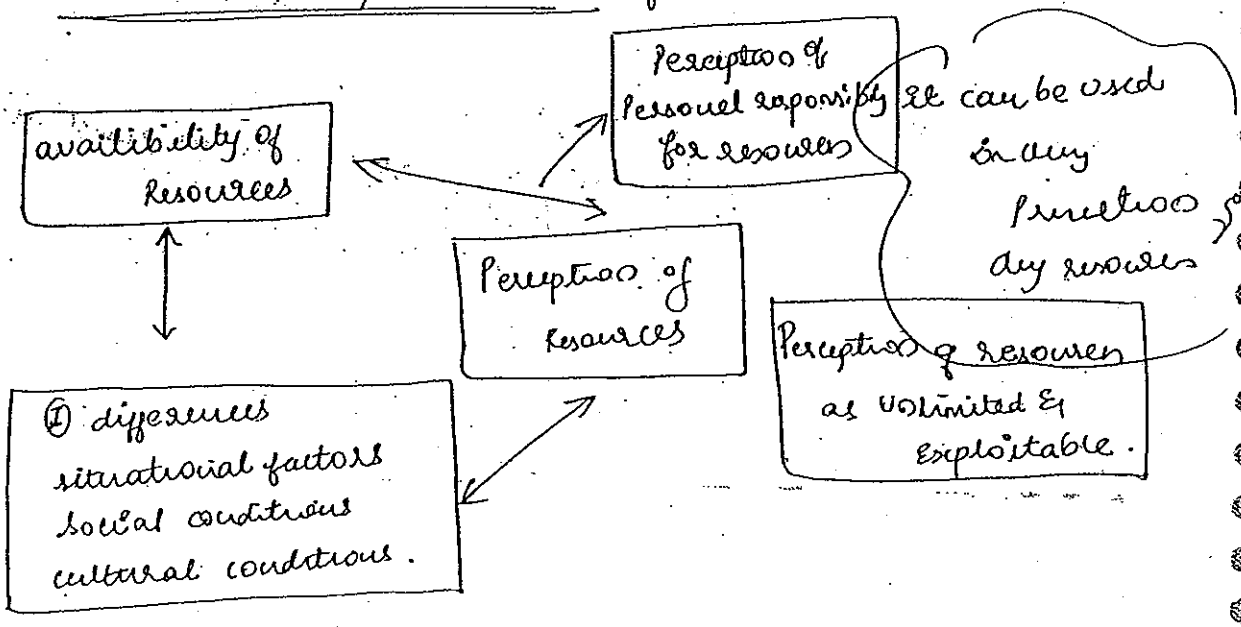
XEROX 3 days

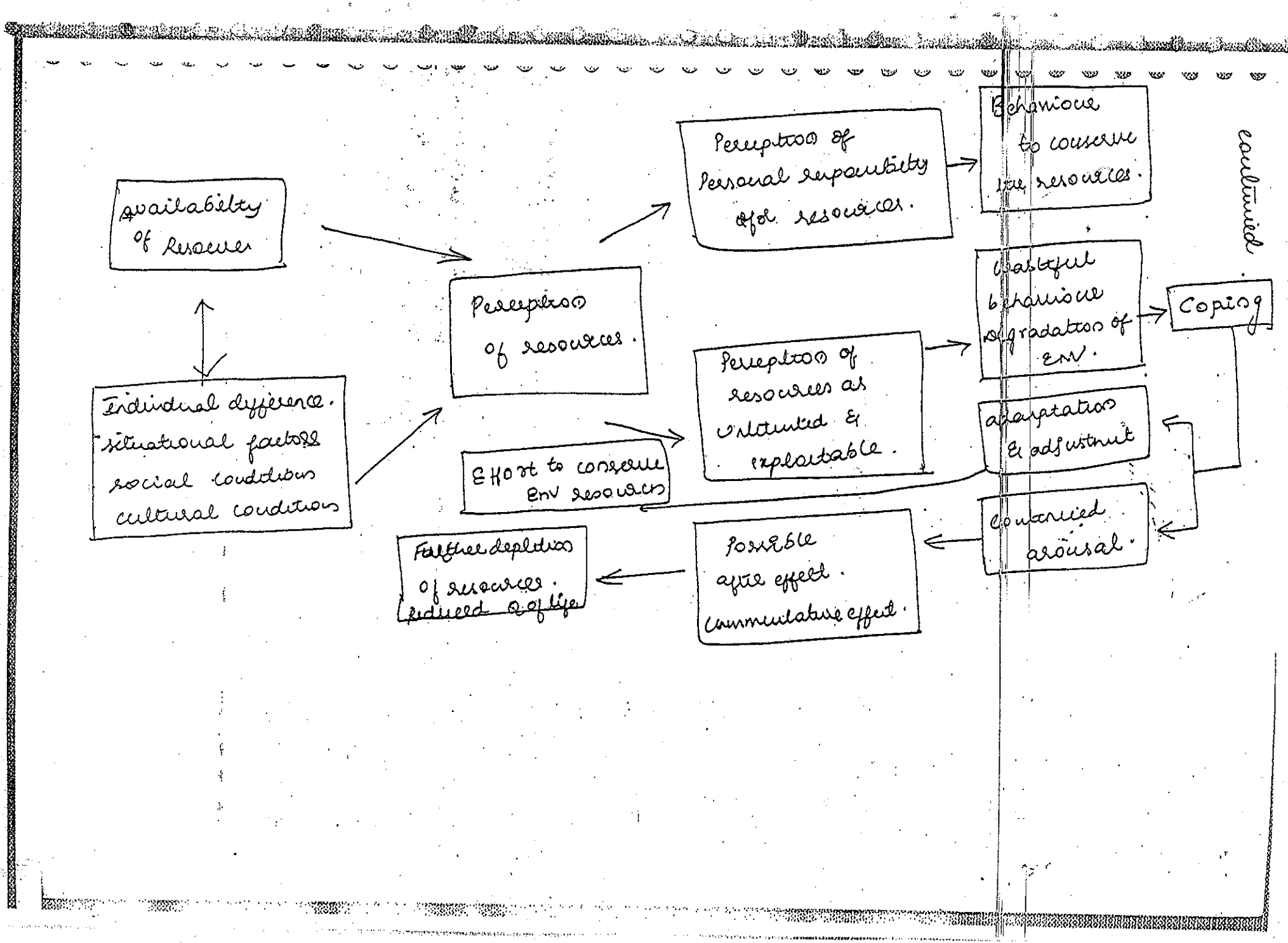
Impact of rapid Sc & technological growth on the degradation of Environment.

~~Impact areas include~~

Deforestation & climate change
Flood & desertification
Global warming
Threat to biodiversity
Issues in various types of pollution
Depletion of non-renewable resources.
soil erosion, drought
Natural & man made calamities.
Declining soil-fertility.

Eclectic model/approach for Env preservation.


availibility of Resources
Perception of Personal responsibility for resources
It can be used in any Function of any resources
Perception of resources
Perception of resources as unlimited & exploitable.
① differences situational factors social conditions cultural conditions.


Availability of Resource
Individual difference. situational factors social condition cultural condition
Perception of resources.
Perception of Personal responsibility of resources.
Behaviour to conserve the resources.
Perception of resources as unlimited & exploitable.
Effort to conserve Env resources
Wasteful behaviour degradation of Env.
Coping
adaptation & adjustment
Continued arousal.
Possible after effect. Cummulative effect.
Further depletion of resources. reduced Quality of life
continued

Unfreezing
Moving
Refreezing.

Motivation (M)
↑ causes.
Dissonance [main source of (M)]

change is always followed by the establishment of a new identity.

Identity arises
New identity.
#

Human behaviour is the result of attitudes which again are the results of Attributions the (I) gives.
∴ To bring about any change — work on cognition of the (I).

Common's dilemma always comes in scene when an (I) is working for long term reinforcers (e.g.) over short term [social change / any process of change]

something like you want people to have pro-Env. behaviour / attitude introduce it in the root level say school education for example.

Humanity has to make development sustainable. sustainable dev implies that it meets the needs of present without compromising the ability of future generations to meet their own needs.

The environmental problems that need redressal can be categorised as,

1. Problem of environmental aesthetics
   Eg: prevention & control of litter,
   Protection of natural resources etc

2. Health related problems
   Eg: Pollution, radiation, high level of noise etc

3. Resource Problems
   Eg: Over consumption of resources like H_2O, Energy

These categories are neither exhaustive, nor mutually exclusive, often specific environmental problems have an impact on all 3 categories, this implies that specific interventions may also have impact on more than 1 category.

Many seem to think that env problems require only right technologies, but the fact of the matter is that both technology & behavioural modification is needed if the things are to improve. Most tech have unfortunate side effects & that Psychological techniques for behaviour change could help eliminate them. even when certain tech promises

for environmental problems, particular behaviours are often necessary to ensure that people use the technologies.

Research has shown that environmentally destructive behaviour is the result of,

Faulty attitudes
Faulty social norms
Less perceived behaviour control

Inorder to promote <u>envly</u> protective behaviour & prevent the destructive behaviours three can be

1# Antecedent
2# Consequent
} Eval Interventions.

Antecedent interventions include; (Before the behaviour)
Attitude change
Education
Prompts

Consequent interventions include [intervening after the behaviour]
Rewards
Punishment
Feedback

Q. development of pro-env. behaviour calls for attitudinal change, discuss the statement in the light of structural & functional change/approach

(A) → 'ABC' model [Antecedent → behaviour → consequent]

" use of defense mechanisms
= Rationalisation,

Antecedent ~~feedback~~ strategies

1. Env education involves making people aware of the scope and nature of environmental problems and the behaviour alternatives that might eleviate them.

2. Attitudes that are formed from direct behavioural experience are more productive of subsequent behaviour than those that are more passive & abstract

Effective Educ^{n} is one which attracts the interest of the learner. (Validate of acceptance)

3. Another factor in attitude behaviour link/correspondence is the degree of commitment to an issue the more one makes the commitment to an issue the more likely that behaviour will follow.

4. Feedback, provides motivation to carryout the desired action

Eg: Recruitment, small amount of pollution that I do, my contribution as an ① doesn't really matter!

Instead make them understand this by your effort is making a contribution.

(↓ de-individuation in theorin Ψ.)

There is also some evidence to suggest that people show higher compliance when assigned specific & challenging goals than when they are

not given such goals.

attitudes concerning environment can be clubbed into 4 types,

Ecocentric, such individuals value environment for its own sake & they just need a primary info regarding something in the environment they are self propelled to take action & work as opinion leaders for environmental protection.

Anthropocentric, they value env for the cause of human existence. If they are convinced that environmental protection will have long term gain then they are likely to indulge in pro-env behaviour

Economocentric, they value economic gain over environmental protection & therefore need to be convinced about economic gains that 'll accure them & they demonstrate pro-env behaviour.

self centric, here are very rigid and their behaviour is difficult to change.

USE OF PROMPTS

prompts are the cues that convey a msg & have been found useful in influencing conservation behaviours

modelling can be considered as one of the prompts. other prominant types of the prompts include approach prompts & avoidence prompts.
(thank u for keeping the park clean) (shame on people who spit/litter)

CONSEQUENT BEHAVIOURS - Strategies

It includes reinforcent, -ve too
use of -ve reinforcent
use of punishmt
Feedback

Other intervention techniques

Removal of barriers, if we can remove the perceived barriers to environmentally responsible actions we should be able to make favourable behv more likely.
Eg: placing the recycling bins in a convenient "zyada door nahi jaana padega } ← location.
it can also serve as prompt +}

Technology change in the industry i.e going green. on a larger scale o

(1) sacrifice & comfort to conservation, (2) assuming responsibility for behaving in environment friendly manner & developing Pro-environment values.

Imp Jargons

People get into competative mode more easily than co-operative mode

Social Trap
Common's dilema / Resource dilema.

Social Trap

A type of social dilema in which ① have to make a choice btw immediate reward and the long term -ve outcome to which the reward can lead

eg: Overeating,
Smoking
Use of Pesticides.
A student preferig xerox notes over text book

Public goods Problem

dilema about whether / or not to contribute to a project that would benifit everyone, when such contribution is valuntary.

Resource dilema / common's dilema

All of us who use natural resources & products derived from them must decide whether to maximise our gain in short term or instead help to maximise the game over long term for everyone including ourselves and in the course of doing so preserve the resources themselves. Unfortunately People

prefer short term gain over long term gain.

How to overcome common's dilemma ?

① If an ⓘ behaviour is subjected to scrutiny of others this problem can be partly overcome

② ~~privatizing~~ the shared resource, divide it up into ⓟ owned territories instead of everyone sharing the whole.

③ Enforcing the rules and adding rewards for conservation behaviour / punishment for over exploitation of resources.

④ Requiring all the participants to use the resources in equal amount

⑤ Giving the participants feedback about how their behaviour are facilitating the conservation of the environment.

GENDER Ψ

1. Gender stereotypes & their role in influencing female Psyche (20)
2. Self fulfilling prophecies & female behaviour (20)
3. Issues of Gender discrimination (30)
4. Glass ceiling effect (20)
5. Ψ of an Indian female. (20/30)
6. Managing diversity (20)
7. _____

GENDER :

women considered as disadvantaged group here.

Discrimination
— 'differential treatment'

Stereotype manifested in action is — Discrimination

SEX
Biological term
Gender
Social construction

any attempt @ Gender Equality involves "social reconstruction"
⇓ which involves
dismantling Patriarchal social structure
@ ① level reconstructing female Psyche.

'SEX' is the biological aspect of being male & female it is what we are born with.

'GENDER' is a social construction, it relates to socially constructed differences between male & female ~~socially constructed differences between male & female through socialisation.~~ It is what we ~~acquire through socialisation~~.

India being patriarchal society implies that there is preference for 'sons' over daughters, this cultural devaluation of girls is reflected in the form of various discriminations against them. which in its most aggressive form gets represented by the acts of violence against them, the issue of discrimination against women may be manifested in 3 ways

1. Individual & interpersonal discrimination this involves the behv of individual person that intentionally or unintentionally has harmful effect on women

2. Institutional discrimination, involves policy of male dominant institutions and the behaviour of those who control these institutions & implement policies that have harmful effect on women

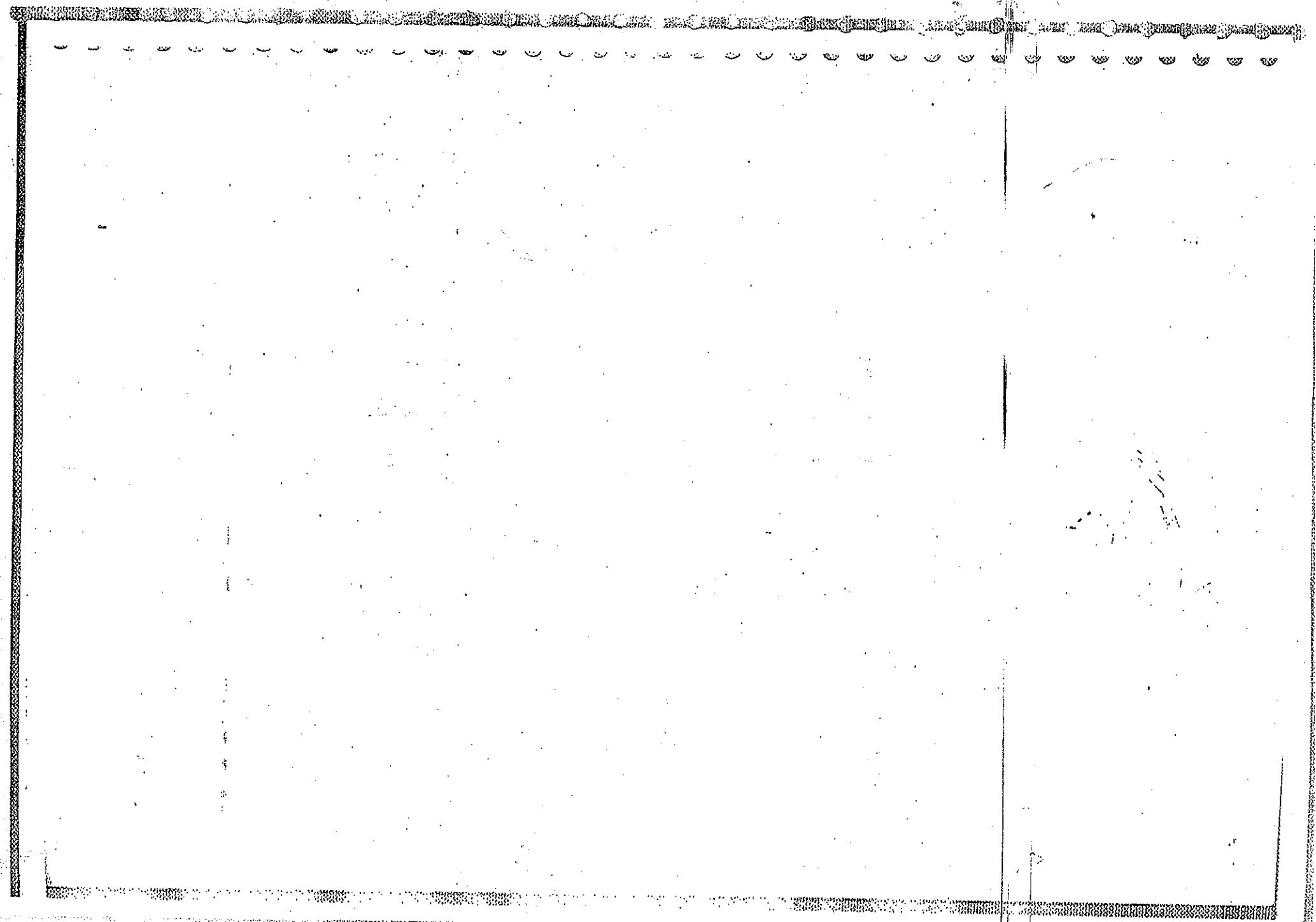
3. Structural discrimination, refers to those policies of male dominated institutions that are neutral in intent but still have differential harmful or exclusionary effect on women.

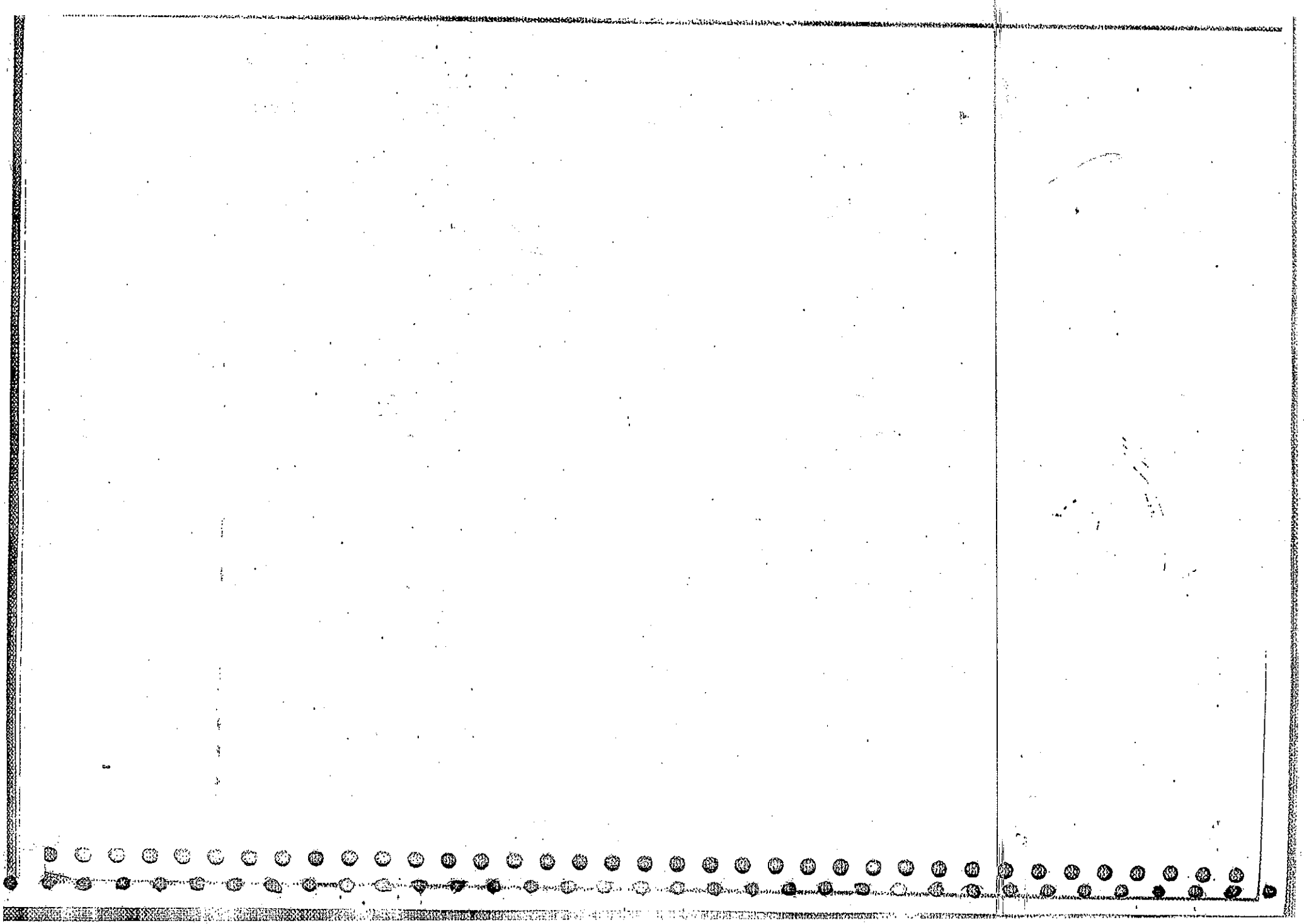
The prejudice against women can get reflected @ various levels and in various ways the affective component of an attitude towards the ~~sex category~~ is called as 'Sexism'

sexism refers to any systematic differentiation based on gender of a person and not on the individual merits.

[vs male chauvenism]

Cognitive component of an attitude towards the sex category is called as the sex stereotype OR Gender Role stereotype. and the behavioural component of an attitude towards the sex category is called as the sex discrimination.





Distance Education via IT.

Comp mediated communication (CMC)

Comp assisted Instruction (CAI).

~~# Comp is multimedia tool.~~

Comp Adaptable testing (CAT).

Distance Edu ⟹ different from Correspondence courses.

Education provided

@ the convinience of the learner

There is a tempo-spatial difference b/w student & teacher.

⇓

Ex

Open Edu

Over here,

there is no rigid framework

flexible than distance Edu.

Correspondence Edu ⇓

Traditional method / fashioned.

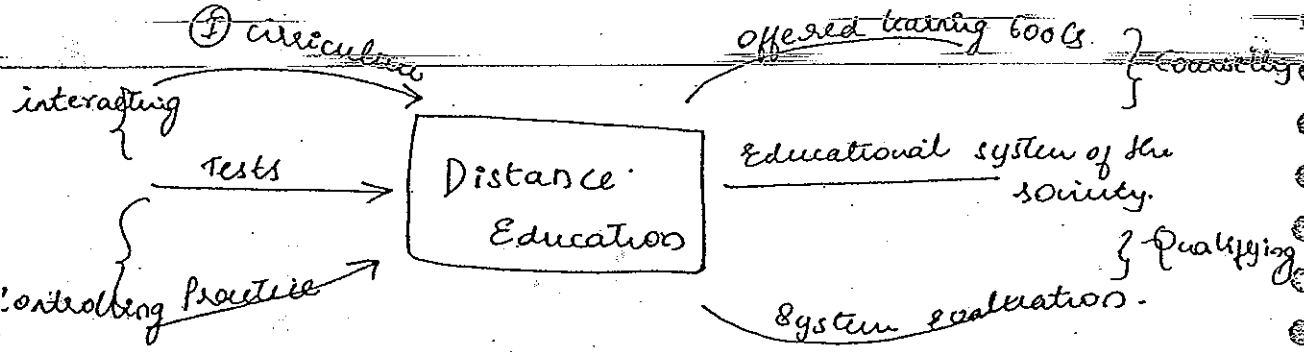
Less interactive

Distance Edu

is an Organisational form of education in which instructional provisions, tutorial interactions monitoring of practice & individual control of learning may take place via media which makes simultaneous personal presence of

students and teachers avoidable.

The characteristic feature of distant learning, is the planned and controlled ... to-way interaction which utilizes the recent developments in IT & mass media.



STRUCTURE OF DISTANCE EDUCATION.

WITH ITS DIFFERENT COMPONENTS & THE RELATION BTW THEM

The structure of distance Education is guided by broad Education system from which accredation of such programe is availed. The learning goals offered in distance Education program are further broken down into small steps in which skills & Practice become very imp.

The legacy of this is drawn from behaviouristic approach or the programed learning.

The present technology has moulded this approach from being mechanical in nature towards an individualised form of learning which uses the principle of self instruction motivation (particularly intrinsic (M)) and learning

D. Edu. is a field which concentrates upon

1# Pedagogy

2# Andragogy

3# I&D (instructional system design)

Pedagogy refers to the art and science of being a Teacher

Andragogy consists of learning strategies and is considered as a process of engaging the learner with the learning experience & consists of following components

Experience
Motivation
Relevancy to the learner
Problem centred rather than content centred app..

Discuss the relevance of the statement that 'it is the (development of) story of advancement from product to process'

Moorelal

↓

Polar.

Product (Behaviorists)

Process (Constructs)

Dust Gyan

It should be to shift the learner from

External (M) ⟶ Intrinsic (M).

Problem centered.

Process centric than Product centric.

Goal of Any Educ^{n}

Transfer of traing being able to use what one has learnt in other similar situation.

Cognitivists ..... became prominent.

Several models were proposed

simulation model

GPS.

(focused on the Process)

Instructional system design, (ISD)

Is a practice of maximising effectiveness efficiency and appeal of instruction & other learning experiences. the process consists broadly of returning me,

1# Current state of the learner

2# The needs of the learner &

End goals of instruction.

and creating interventions to assist the transition, the use of info tech (IT) has enabled ISD process to be more flexible and individualised for the learner. the present state of instructional designing has 3 diff. levels

Macro

Meso

Micro.

Macro level includes the concern for the entire curriculum, i.e the final state to be achieved

Meso level, the aim is to analyse and move through the specific stages of curriculum which can range from hours to weeks of instruction

Micro level, is the analysis of the current state of the learner, i.e the momentary analysis.

Here 3 level incorporate diff technological inputs, the macro level is concerned with the over all group and decides the overall course into diff stages there by using the principles of programmed learning specially the branched prog.. The meso & micro level are dependent upon CAI specially intelligent tutoring systems (ITS)

+

THE CHANGING FACE OF D.L via I.T.

distance Learning influenced by IT revolution (comp became prominent).

[∵ comp multimedia tool ↑ effective.

PL (Product focused)
↓
GPS
↓ CAI
IL ↓ etc.

Ψ compounds required for Learning includes
Motivation
Attention
Relevance of the material to the learner in the psycho-social milieu he lives.

Whose work was pioneering ?

Skinner, during 1940's who first spoke about it.

Then comes
- # Programmed learning reinforced mechanical → Boredom.
- # Task analysis

↓ Cognitive school of Ψ

Nuel Shaw & Simon.

⇓

GPS (followed means end analysis) allowed a movement from

Product centric ⟶ Process centric

Info Processing approach proposed by Nuel Shaw & Simon Father of IP.

resulted in development of more & more complex expert systems. providing us the better idea of how the learner operates.

GPS was followed by CAI. (followed by Expert system) Eg: ITS.

↓

Intelligent tutoring systems (ITS)

(an expert system that enable us to understand the state of learner.

↑ compatibility btw learner & teacher.

delivering things which are of relevance to the learner

Impact Of Distance Education.

Is distance Education Is-IT Effective for all?

No. for only those who have

- Need for autonomy
- ability to be flexible
- Superior attributional abilities
- Time magagent skills

Studies have shows that students who are more field independent & high on online technology self efficacy. prove to be better suited for D.E.

Present Application Of ID. (Instructional designy)

In Perforing needs assesment
Identifying instructional goals
analysing goals into sub goals
Identifying pre-requiset knowledge
deffing what learner has to learn to bridge the gap btw pre-requit knowledge & subjects
developing criterion reference tests
developing instructional stratigies
developing materials and conducting formative evaluations
conducting summative evaluation.

Advantages of Distance Learning.

1 # Flexibility in terms of time & space.

2 # Platform independence [It implies that multiple ~~devices are available~~ many multiple computing - ons which can be used to ~~Excess~~ the course

3 # Independent change of modality.
[audio/visual in accordance to learners need & mood]
which is not possible in a regular classroom.
this implies that the learner can choose from diff modes like listening, viewing or even using both the modes together.

4 # Learner works as the constructor of knowledge rather than assimilator of info.

Limitations

Cost of development high

Subjects who are not computer-savvy get intimidated from this type of Edu

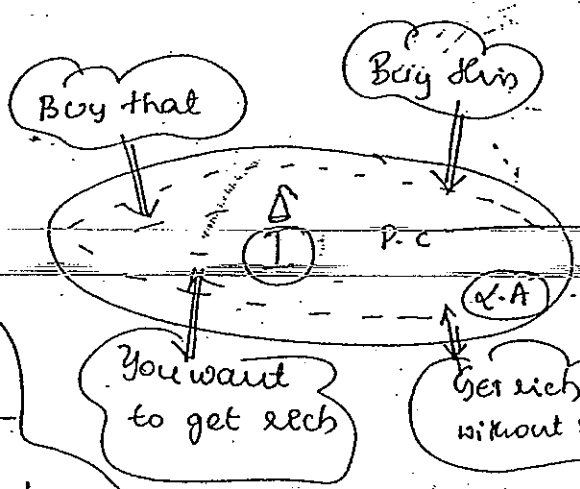
(दाग़ ~~#~~ Dooba) so much of info what to learn? many learners are unable to manage the navigation of info links provided in such systems.

Copywrite issues

Short shelf life of technology.

MULTI-LEVEL MARKETING

REFERRAL Marketing = Networking



Persuasive Communication by the seller.

Deep in

- Attitudinal reformations
- Persuasive Communications
- Hedonistic behvr in people in General.
- Escalations of commitment
- Exploitations of personal relⁿ
- Orientations

It is a marketing strategy in which sales force is compensated not only for the sales they personally generate but also for the sales of others they recruit.

Creating a downline of distributors and a hierarchy of multiple levels of compensations; in this business activity the emphasis is not only on selling the product but more on the recruitment of new sales persons.

Characteristics

Presence of sponsorship during that creates financial ties btw distributors & the ... This become the basis of extreme social ...

#Compensation is based mainly on,

1. the goods sold personally and the royalties of sales from downlins & the recruitment.

~~A presence of a formal status hierarchy.~~

ADVANTAGES

To the Organisation.

1. Company saves the cost of marketing & advertisement as it is done by the word of mouth
2. Can sell the product @ an increased price.
3. Company utilizes the loyalty of the costumers who enjoy buying the product from the people they know

To the (I).

1 sales person can earn on the basis of his sale as well as the sale of his recruit

2. It offers an option of a side business without the loss of potential independence and even the present job.

Ycal Principles in MLM

In MLM individual is embed in his network which consists mainly of recruited social circle of friends earned due to MLM. The major aim is recruiting and ~~marketing~~ the network rather than selling the products therefore many group dynamic principles and social ψ principles are seen in operation.

Some of them are,

Conformity pressure
Social influence
charismatic leadership
Persuasive communication
false sense of inflated future
Cult-like environment to recruit people.
The lure of immediate gain
Role models ('Rags to Riches' story)
Sense of belongingness and exploitation of identity created as a result of the association with the Organisation.

Entrepreneurship through E-commerce.

E-commerce refers to wide range of online business activities for product and services it is the form of business transaction in which parties interact electronically rather than by physical exchange / physical contact It is usually associated with buying & selling over internet or conducting any transaction involving transfer of goods or services through computer mediated network.

It is of two types

- # B2B to B [Business to Business]
- # B to C [Business — consumer]

Pros advantages of e-commerce

- # Paperless exchange.
- # Disintermediation - [creates level playfield]
- # Transparency.
- # More accountability
- # -ve limitations.

ENVIRONMENTAL Ψ

Noise popula pollution. 20/30

Air pollution (10)

~~Promoting small family norm (.)~~

Preventing environmental degradation (30).

Impact of single & multiple dwelling on the Ψcal health of Ⓘ (30)

Crowding (30).

contemporary issues.

sustainable dev.

Eclectic approach towards

Mass displacement.

eg. Ψ - becoming popular nowadays.

Adaptive costs of coping with suboptimal Environmental conditions.

⇓

Cumulative fatigue
Learned helplessness,
Physiological mobilisation
Over generalisation.

} Can be used in military Ψ, Rehab, disadvantaged groups, Terrorism.

Cumulative Fatigue

A fatigue built up from expenditure of energy to cope up with an env stresser.

The 3 types are,

#1. behavioural after effects

Answer:

#2 spill over

#3 diminished coping with multiple stressors.

(P.T.O)

Q:

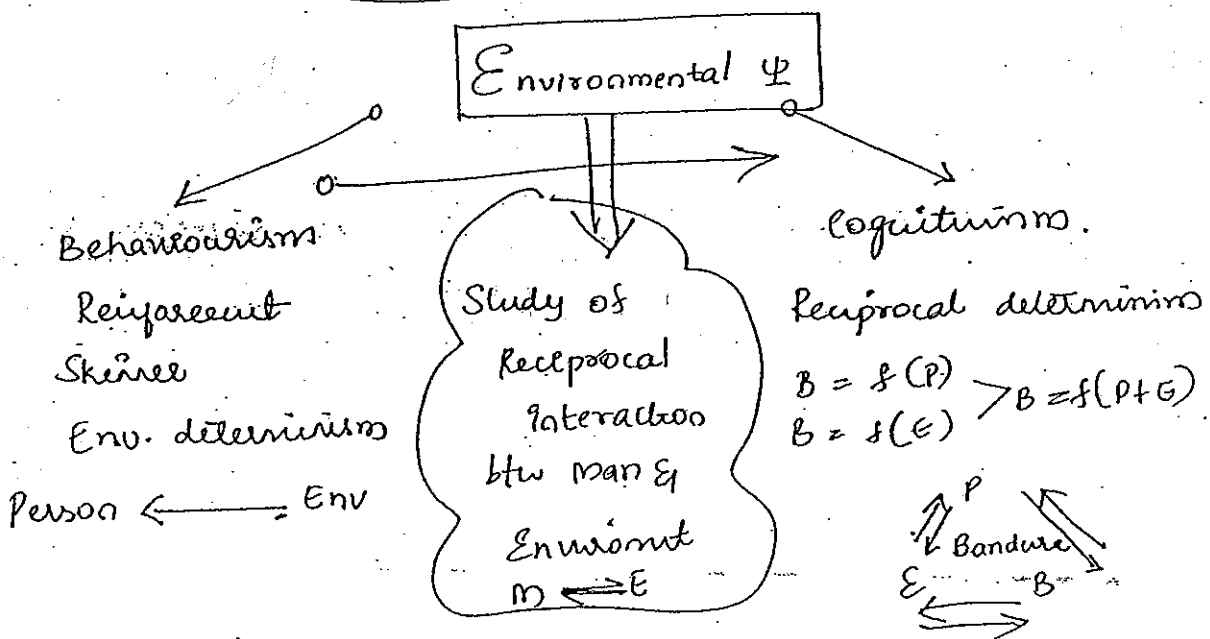
Our understanding has been shifted from

Behv ⟶ cog

∴ Environmental Ψ has undergone a paradigm shift

Discuss it in the light of view points that support the respective positions.

Answer:



Essential for both

Environmental protection

& restoration.

Spillover

It refers to impaired task performance following exposure to env task demand.

Glass & Singer in their expt showed that sub working on simple tasks when exposed to

~~Exposure~~ tasks such as noise, temp

air pollution & crowding showed noticable decline in performance of the task undertaken imidiatly after sustained exposure to environmnt stressors and the performance decriment persisted for some time.

Spill over

The +ve effect, strategy stained interpersonal relationship / fatigue produced by exposure to an env stressor in one setting carries over to another setting.

Diminished coping with multiple stressors

This occurs ↓ ability to cope with subsequent stressor following exposure to an environmntal stressor.

Studies have shown that, air pollution intensifies adverse response to other stressors

Effect of daily hazards of fatal death in adults

were accentuated in high density homes.

Maxwell noted that adverse influence of high density day care conditions on the children's level of behavioural disturbances got increased by crowding levels in their homes.

Gender Ψ continued .....

ISSUES OF DISCRIMINATION.

Blatant discrimination
subtle discrimination
~~# Covert discrimination~~

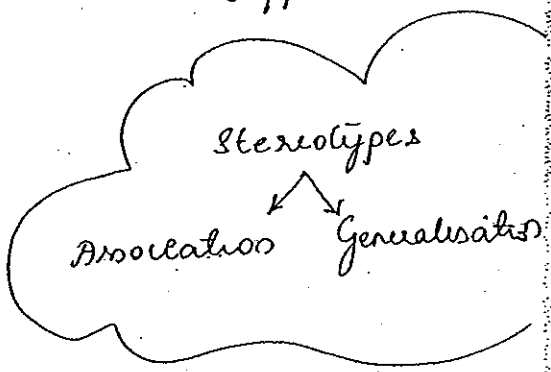
where does discrimination start ?

Stereotypes → Prejudice → discrimination.

Stereotypes ← mis-attribution ← socialisation.

↑ stimulus

↑ Environmental support



Blatant
eg : Domestic violence

subtle. eg : sexist jokes.

Blatant discrimⁿ is unequal behaviour that is intentional and behaviour visible. It includes a wide range of behaviours from job discrimination to sexual harassment and physical violence.

sexual harrasment can be exibited either physically or verbally, it may lead to de-moralisation and ↓ self esteem of women, it can result in weakening of support network.

An 'Ostracisation', from professional and academic circles, increased absenteism. become publicly ~~ostracised~~ ostracised

loss of trust, and extreme stress in relationship with significant-others. sexual harrasment can be defined as unwelcome sexual advances, requests for sexual favour & other verbal and physical conduct of sexual nature, the critical factor is 'unwelcomeness' of the behaviour there by making the impact of such actions on the recipient more relevant than the intent of the perpetrator.

Subtle, most unequal and harmful behaviour towards women that is less visible and often goes unnoticed because it is so common and percieved as normal in the culture.

eg: sexist jokes, that put women down and reinforce male dominance.

'collegial exclusion', in which women are subtly ignored in professional discussions.

CONDESCENDING CHIVALRY.

which places men is one up position, while @ the same time appearing to be simply protective of kind

Covert sex-dis involves unequal and harmful behaviour towards women that is hidden but unlike certain discriminators it is deliberate and malicious in type.

Covert sexism,

Eg: Absence of maternity leave.
leadership — only for men.

Men & women
Being Equal
Vs
Being Complimentary

Some commonly observed discriminatory practices here in India,

Female injanticide & feticide
denial of modern Education & employment opportunities
Under & mal nutrition
early marriage.
wage differences & Glass ceiling
sexual harrasment @ work place & personal settings
denial of health care
Acts of physical violence such as rape, dowry death, spouse beating etc.
Gender stereotyping by media
sexist Jokes
discriminatory practices in the inheritance of ancestral property and other Eco resources
social & religious taboos which prevent women participation in many social functions & religious & cultural events.

(1994), Sonalde Desai, found that parents reluctance to educate their daughters is founded on the notion that Education brings no return to them & their future roles as mother and agricultural labourer

calls for no requirement of education.

studies & Research on disadvantaged groups can be used here

(A) Impact of discriminatory practices on the Psyche of women.

studies of Rath & others.

sustained impact of discrimination affects Psyche. [Prolonged deprivation]

(B)

Impact on Cognition

Personality & correlates ⇒ site studies.

Sharma's study says it evokes helplessness, hopelessness, learned helplessness in them (women).

Cognition ⇒ discrimination results in ↓ self esteem her goals, expectations ↓ self defeating behaviors.

effect on women Psyche has become such deep rooted that ~~(eradication)~~ of it has become very difficult.

~~Externalization~~ amelioration.

Menon, & Sen (2001) found that girls in India are discriminated against in several ways including fewer months of breast feeding, less nurturing, less caring, less medical treatment if they fall ill, less of special food, less love & Parental attention as a result they are far more susceptible than boys to disease & infection, leading to poor health and shorter life span.

this life long discrimation in nurturing and care happens to be real killer of girls though it is less visible and dramatic but is as lethal as femal infanticide & foeticide.

Impact of discrimination on Female Psyche

↓ self esteem
learned helplessness
External LOC
Objectified body consciousness.
low level of aspiration
lack of futuristic orientation
reduced initiative & risk taking
less integration of ego V healthier
High dependency motivation low need for achievement
Pessimism & hopelessness.

Redressal / Treatment / overcoming the challenge

EASD (EASD).

Education, Employment, Economic independence, Empowerment Self confidence, decision making.

Redressal @
- @ Institutional level
- @ social level
- @ Individual level.

@ Institutional level

- Reservation, Legal support, Pro women policies
  Policy level intervention,

@ social level

- ~~Community awarness building~~
  awarness in women folk, Organising them in groups

@ Individual level

- Attributional ~~treating~~ retraining / ~~Retreating~~
- Talk positive, positive visualisation,
- stress management training,
- attitudinal reorientation, Goal setting training
- Ego inflation exercises,
- Gender sensitivity training.
- achievement motivation training,
- Cognitive restructuring techniques

↓

Effectiveness depends on → "Self reconstruction"

Take pride in being a woman.

which includes destruction of gender stereotypes and self fulfilling prophecies.

[studies of Sudhir Kakkar on Cultural devaluation]

Self-fulfilling Prophecies

Rosenthal's expt "Pegmalion in the classroom"

Destruction of self fulfilling prophecies is imp for achieving superordinate goals.

Self fulfilling prophecies

could be

in ⟨ +ve direction
⟨ -ve direction.

I have a notion that Mr. X is ifesiod I behaved in a manner that ~~X' so~~ had to exhibit ifesiority. So I think that my pre-ocupied notions are correct self fulfilling prophecies. ||

Another example

exhibition of it could be that, there is a social belief so the Individual is compelled to act/behave according to/confirming that.

Stereotypes	self fulfilling prophecis
# Group affair	Individual affair
# Error of considering a grp of people as something, Case of over generalizn	

A person who has self fulfilly PR can eventually be a member of a stereotyped group Individual member in a stereotyped group can have self fulfilling prophecies

Eg: for self fulfilling prophecies

- Body image' /obsession' (perceived)
- Body consciousness.

It is the tendency to confirm our expectations of people by behaving towards them in the ways that provoke them to act consistently with those expectations, the law of self fulfilling prophecies says that people respond the way you expect them to respond and you get what you expect.

There are two types of self-fulfilling prophecies,

1 # Pygmalion effect, If we have an expectation about someone then we are likely to treat him according to our expectation and how we treat him causes him to act according to our expectation and we discover that we were right all along.

2# Second type is where people change their behaviour to agree with a prophecy for Eg some men think that women are less efficient managers and therefore fail to appreciate their work experience which in turn results in women being less successful as managers. not because they lack capabilities but because they try to live upto the social expectations & Job expectations that were held by men.

S. F. P, occur despite the truth of the prophecy they operate because we not only act as per our expectations but also because we act as per the social - expectations.

S. F. P, influence stereotypes and they reinforce stereotypical behaviour

S.F.P influence our beliefs about many things including gender differences. Studies for eg reveal that patriarchal societal framework allows men to be powerful and they often tend to stereotype women as docile weak and less capable individuals - further the society exerts pressure on women to conform to these expectations and tends to punish all those women who do not display gender stereotyped behaviour.
These gender stereotype notions eventually tend to get locally internalised and in longer run tend to reduce self efficacy of the women.

Mc Kinley found that men hold a no. of stereotypes against women and these stereotypes not only restrict personal social and cultural advancement of women but also contributes to their reduced self efficacy and dysfunctional behaviour.
One commonly held male stereotype is that females appearance is more imp than anything else. Female body is constructed as an object of male desire and the result is that women experience objectified body consciousness, this consciousness leads to internalisation of cultural standards that specify the ideal female body. and the shame results if one fails to control ones' appearance or ones weight.
The desire to look good may take an obsessive form and may give rise to a no. of unhealthy behaviours including eating disorders.

Dar-Nimrod & Heine, research suggests that females tend to perceive gender differences in maths to be innate but when women consider such differences to be based on nurture rather than nature this ~~Performance~~ does improve.

Parents attitudes towards particularly the S.E.P ~~stereotyping~~ told that maths & science are more imp for boys than girls produces a significant impact on the children later (maths) achievement & on their career choices, it has been found that girls interest in maths ↓ as fathers gender stereotype ↑.

Q ? does it happen? Y do people engage in S.E.P?

To get the identity (group identity)
everyone else around me are doing it
I should also do it.

doing it unconsciously.

Girl being Tomboy ⇓ leads to Ostracisation in female group

Overcoming stereotypes

Language: Sexist language reinforces & spreads sex stereotypes and ?? should role be done away with.

Gender training & awarness building
men must be educated in ↓ of women

Equal status intergroup contact
(8 boys & 1 girl in a mech. batch of engg)

Creation of super ordinate goals to destroy S.F.P & gender stereotypes.

+ve portrayal portrait of women by media, women must not be portrayed in stereotyped images.

GLASS CEILING EFFECT

Q

Bandura's view,

There are professions which are feminine and few other professions are branded as masculine.

is it a myth ? or it is true ?

Say females make better teachers
policing → as a profession is more masculine.

Invisible barrier for career progression of women

→

It is an invisible institution barrier constructed by male dominated management that prevents women from reaching top positions in corporations and large scale organisations

It is ∴ is an invisible barrier that impedes the advancement of women

There are 3 types of G.C. Barriers

Playing differently for comparable work

Sexual ethnic, racial religious discrimination of harrasmut in the work place

Lack of ~~flexibly~~ family friendly work place policies.

Two types of discrimination < access / treatment

Access discrimination few jobs only for men

Treatment discrimination we take women as well but are treated differentially lately on.

Reasons for G.C. Effect

(I) # women donot advance @ the rate of men is because that women are less likely to have mentors. the reasons are

① # Fewer women in high power jobs are available to mentor

② men are uncomfortable mentoring young women

③ Even if male mentors treat men & women similarly they may be failing to consider some of the unique aspects of women's work experience. such as sexual harrasmut @ work & greater responsibility for child care @ home

II Gender inequalities are embeded within social hierarchy and this affects who is seen as the best fit for the leadership roles. different traits are assigned to females when compared to males. males are seen as more competent, hence worthy

as opposed to females. If a female does have other traits aside from the gender traits, she is viewed negatively.

III. Some Spirits have suggested that women lack ~~the achievement~~ motivation of men. McClelland however found no difference in ach. level of men & women.

IV. women have lower self and organisation referent attitudes, this is what holds them back researches however suggests that women's self and organisation referent attitude happen to be more positive than men.

V. Popular media has promoted the belief that women managers choose fairly over career and that is why they are underrepresented in the upper ranks of management there is however enough evidence to suggest that this is not true. It has been found that the primary reason why women leave the organisation is lack of career advancement opportunities

VI. Stereotypes of leadership encourage males to emerge as leaders of the leaderless groups and the women who want to emerge as leaders have to fight male biasis and opposition.

VII. women who enter male dominated occupations often have more difficult time in rising to the top than men who enter female dominated professions

Williams found that the men tend to rise in disproportionate no to the administrative jobs @ the top of there professions. Williams refer to this men's upward movement in women professions as the "glass escalator effect" because like being on an invisible 'up' men must ~~struggle to remain in~~ the lower levels of their professions. In contrast women in male dominated occupations find no escalator to the top.

IV There is a perception among the employers that male managers (dad) with non employed spouses are more productive than male managers with employed spouses. In other words the fact that woman works may lead to salary discrimination against her husband.
This dual career families may be taking double -ve hit in their pay.

Work & Organisational Behaviour.

Personal selection & Training & Use of Psychological tests.

Theories of work motivation.
Maslow's theory
Leadership & participatory management
Herzberg
Vroom's theory
Styles of leadership
(Imp) → Transformational leadership
Porter & Lawler's
Equity theory.
} newly added.

Power & politics in Organisation. (maiden topic)
(Basis of power)

Sensitivity training. (T-group)

Ergonomics & consumer Ψ.

#

Style of Leadership popular in India
NTL
Nurturant task leadership
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Theories of work Motivation

Motivation :-

Force which directs the ⓘ ies towards the pre-determined goal, characterised by persistency. (try again & again.

Motivation, is Force which energises the behaviour.

Orgs ψ have identified two reasons for organisational-inefficiency.

low motivation level of Organisational members.

Lack of dynamic Organisational leaders.

Importance of (M). in an Organisational setup.

Productivity or Performance outcome of the employ = Individual attributes (Ability, aptitude, experience, training) × willingness to expand effort (motivation) × Organisational support system.

(how supportive is the system to what extent employs take part in the Organisation - physical & social environment, administrative practices, supervision.

If M = 0, it doesn't matter how skillful the (E) is or how supportive Org is

The word (M), which is the basic ingredient of effective Organisational behaviour is determined by the totality of organisational structure & climate on the one hand and what employs bring with them to the Organisation on the other hand. Their expectancy need system and response dispositions interact with the Organisational variables in terms of 'roles', they are formulated prescribed and played, resultant outcome is "Work motivation"

Harbharan (1972) has listed the factors which taken together constitute the favourable climate

Job security, Job
Job satisfaction, status & designation
recognition by superiors delegation of authority
fair promotional system & opp for growth & participation etc.
salary & increments

There are 2 types of theories,

CONTENT THEORY

- Maslow
- Herzberg
- Alderfer's ERG

Concerned with needs & drives of the (I) & how these needs & drives are prioritized.

& goals & incentives people try to achieve

'what' motivates the (I).

→ attempts to identify what motivates people @ work

tries to specify co-relates of motivated behaviour

Try to identify the internal desires that influence our behvr but they do not go very far in explaining the thought processes that are involved

COGNITIVE/PROCESS THEORY

- Vroom's
- Porter & Lawler
- ~~Adams' equity theory~~

Concerned with Cognitive antecedents & How these cog. antecedents are related to one another.

Concerned with thought process & thinking patterns.

→ these are more concerned with the cognitive antecedents that go into motivation & more important with the way they relate to one another

attempts to isolate the thinking patterns that we use in deciding whether or not to behave in certain way.

these theories are not necessarily at odds with need theories

Conclusion ⟹

Rather they look @ (M) from a different perspective.

Cognitive Theories of M.M.

VROOM'S THEORY

VIE theory

∴ EXPECTANCY THEORY = VICTOR VROOM

↓

Borrowed concepts from

~~Lewin's theory [Force of dynamic ℒ]~~ (Kurt Lewin)

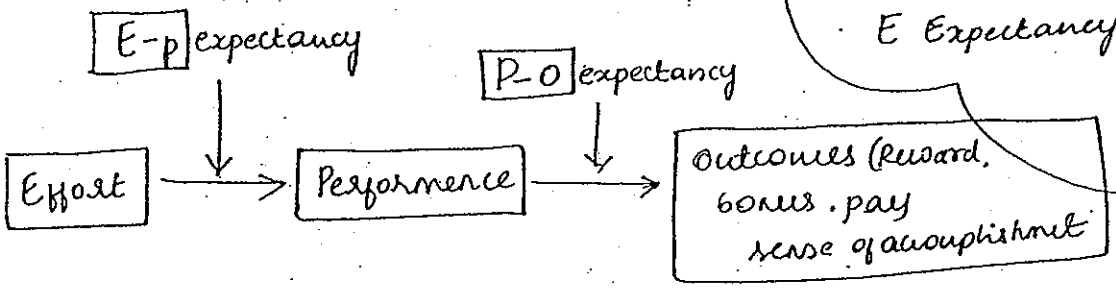
Edward Tolman

Utility theory (Choice behaviour)

Expectancy = Subjective probability of an outcome.

Valence = what value I place on a potential outcome

VIE
- V Valence
- I Instrumentality
- E Expectancy



Reward & Personal goal relationship

[what the organi? gives you] [what you expect from the organisation]

Consider an eg that your boss asks you to develop a software to track the customer complaints.

E-P ⇒ What is the probability of becoming successful in the task if I put an effort.

P-O ⇒ consider the +ves & -ves of the process task.

R-P ⇒ what are the incentives

This theory argued that, we consider 3 main issues before we expand the effort necessary to perform at a given level. Expectancy theory tries to explain why a lot of workers are not motivated on their jobs and merely do the minimum necessary to get ___. This is evident ~~when we look at the workers like 3 relationships and~~ present them as questions employ need to answer in the affirmative if their (M) is to be maximised.

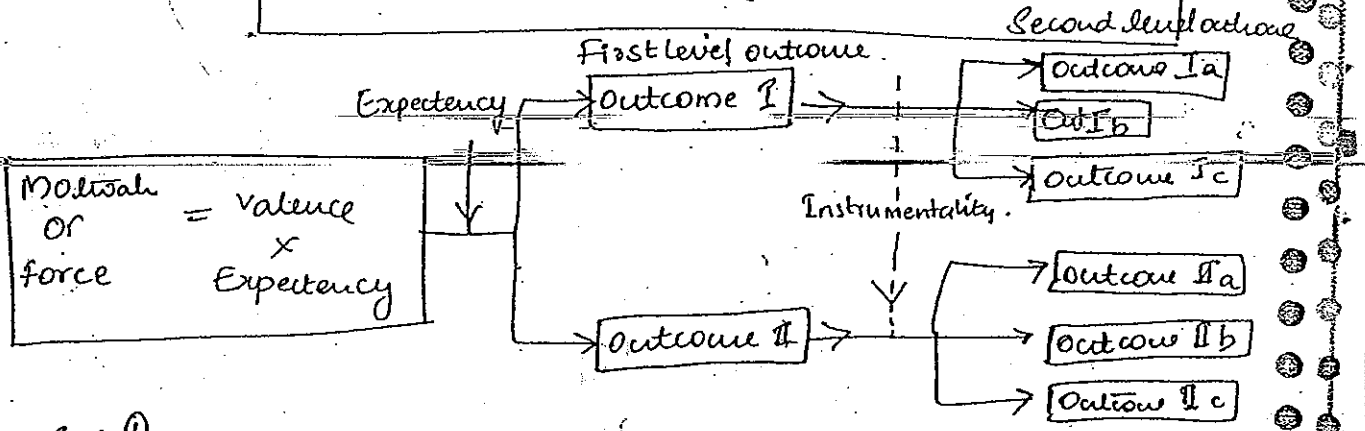
1. what is the probability that if I put a maximum effort will it be recognised in my performance appraisal. [E — P]
2. If I get a good performance appraisal will it lead to Organisational reward [P — O]
3. If 'm rewarded are these rewards I find personally personally attractive. [R — P]

I If asked most of the employs are going to answer NO for the first question, it could be that the employs are still deficient, misperception etc.

(II). will it lead to Organisational rewards? well it depends & on, sociability
being co-operative with boss.
"Kiningup with the boss"

III. Does the reward personal attracts me?
its again Questionable ?
as the is is subjective to the (I).

Motivation or Force = Valence X Expetancy.



Eg: ① Hardwork — Superior performance — getting promotion.

② " — Good marks — Get CAS grade

Valence

We assign the anticipated values of various outcomes, if the available rewards interests us valence will be high. The available rewards will have a motivating effect only when we attach a high overall valence to the situation.

Another major input into the theory is instrumentality of the first level outcome in obtaining a desired 2nd level outcome.

for Eg: the person could be motivated towards superior performance keeps of the desire to be promoted. The superior performance (1st level outcome) is seen as being instrumental in obtaining promotions (2nd level outcome)

Vrooms' theory has brought forward the following particulars, its emphasis is on;

1. Rewards or in other words it illustrates the importance of the rewards being tailored to individual employees needs, Unfortunately many managers are limited in the rewards they can distribute which makes it difficult to individualise rewards. moreover some managers incorrectly assume that all employs want the same thing, thus overlooking the motivational effect of differentiating rewards.

2. It emphasizes expected behaviour i.e, the individual should know what is expected of him and how he will be appraised

3. It implies that management should support the subordinates in developing those skills that are important in leading to better performance.

4. It also implies that management should make an extended effort of demonstrating confidence in individuals that they can perform well.

PORTER & LAWLERS' MODEL.

Also called as complete model of motivation, though they have just expanded & reflected Vrooms' theory.

Need theory assumes that,

satisfaction → (leads to) → Performance.

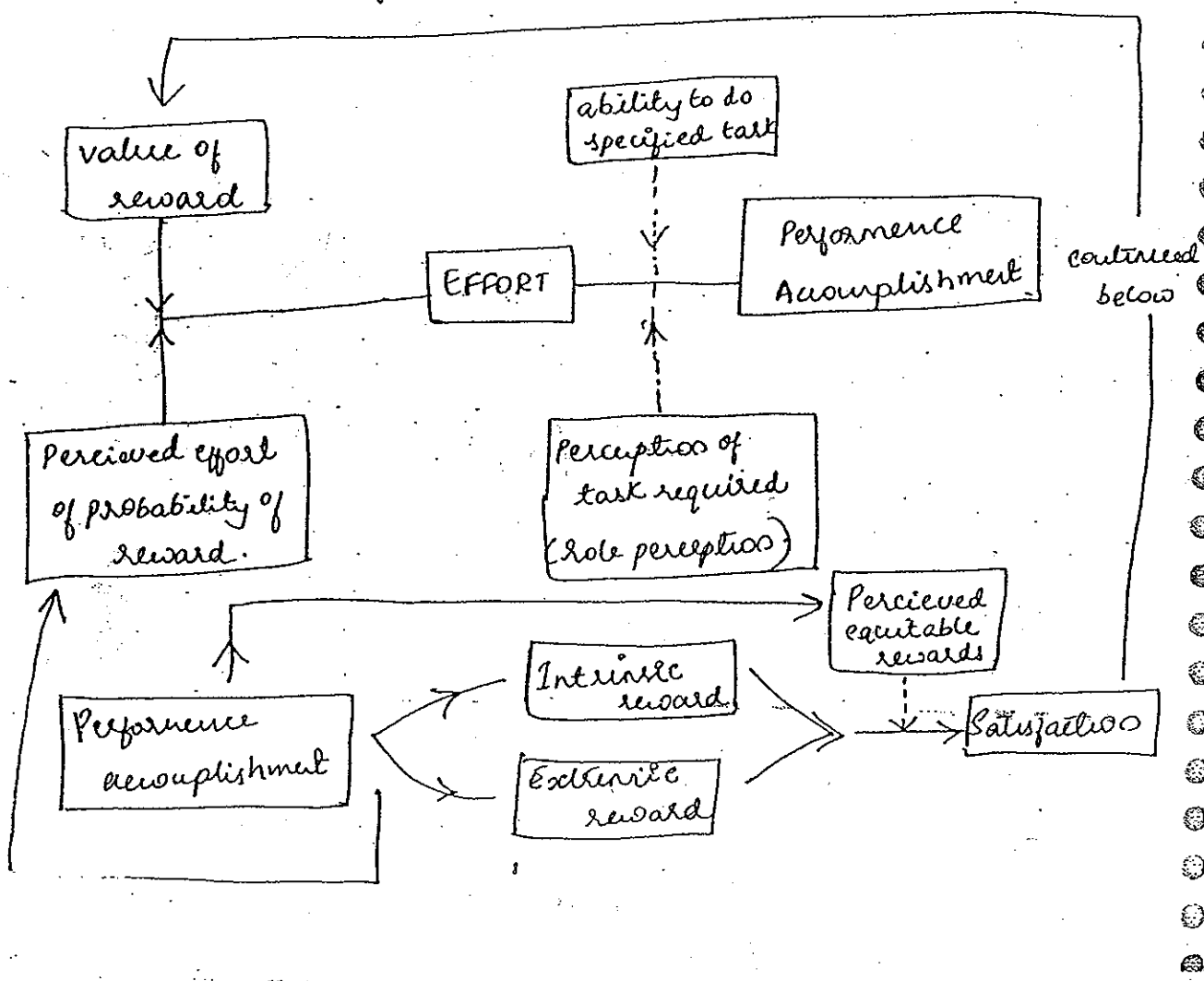
↓ has been neglected in Vrooms' theory.

apparently

It was Porter & Lawler who discussed this.

they also said that,

Performance → (leads to) → satisfaction & not viceversa



. It assumes that Performance, Effort & satisfaction } are 3 different things

are mediated by perceptions perceived equity of rewards (5)

I did well — outcome will be good
I dont put my best — not so good. Perceived inequity.

{ If satisfied ⟹ value the reward
  if not ⟹ value reward is not there. } ⇓ Dissatisfaction

As the model indicates, the amount of effort, the strength of motivation. and (energy extended exerted) depends on the value of a reward + the amount of energy a person believes is required and the probability of the receiving the reward. The perceived effort and probability of actually getting a reward are intern also influenced by the record of actual performance. Clearly if people know that they can do a job Or if they have done it, they have a better appreciation of the effort required and know better the probability of reward.

Actually performance in a job is determined mainlyby effort expanded. but it is also greatly influenced by an individuals' ability (knowledge & skills) to do the job and by his/her perception what the required task is. [the extent to which person understands the goals, required activities and other elements of a task]

. Performance in turn, is seen as leading to intrinsic reward and extrinsic reward. These rewards tempered by what the individual perceives as equitable leads to satisfaction. But performance also influences perceived equitable rewards. Understandably what the individual perceives as fair reward for the effort will necessarily affect the satisfaction derived. Likewise the actual value of rewards will be influenced by satisfaction.

A recent comprehensive review of research varifies importance of reward in the relationship btwn performance and satisfaction. specifically it was concluded that performance and satisfaction will be more strongly related and when rewards are made contingent upon performance than when they are not.

Porter & Lawler, derived a substantially more Complete model of motivation with enlarged parts of Expectancy theory.

Vrooms' model also largely avoids the relationship btwn satisfaction and performance although satisfaction make an input into Vrooms' concept of valence and although the outcomes have performance implications.

It was not untill porter & lawler refined an extended Vrooms model that the relationship btwn satisfaction and performance was dealt with directly by ---

Motivation model.

Porter & lawler model is more application oriented than Vrooms' model, It is still quite complex, and has proved to be difficult way to bridge the gap to actual management practice.

The expectancy models provide certain guidelines that can be followed by human resource management for eg: On the front end, (the relationship btw motivation and performance, it has been suggested that the following barrier must be overcome.

~~the odds about abilities, skills & knowledge~~
ambiguity surrounding the job requirements
determine what rewards each employ value
define desired performance.
link value rewards to performance.

Q: Is the expectancy theory so complicated that it is rendered useless for the organisation?

ADAMS' EQUITY THEORY

.. James Adams'

Based on 2 major theories of social P.

cognitive dissonance theory (Festinger's theory)
Social Exchange theory.

[most of my actions with respect to you depends on my exchange with you, you behave in the way that I behave with U.]

When outcomes to input ratio of a (E) in an organisation is equal to relation of others ⟹ State of equity.

Outcomes — Perform

input — (E) Educ^{n}, Experience.

I. $\frac{\text{Persons outcome}}{\text{Persons input}} = \frac{\text{others outcome}}{\text{others input}} = \text{Equity}$

II. $\frac{\text{Persons outcome}}{\text{Persons input.}} \uparrow \overset{\text{than}}{=} \frac{\text{others outco}}{\text{one's input}} = \text{Over rewarded.}$

~~Under rewarded~~

→ The important factor in Motivation is whether the ⑧ perceive the reward structure as being fair and is Justice prevails. One way of addressing this issue is through equity theory which refers to an Individuals subjective Judgement about the fairness of the reward she/he got relative to inputs (which include factors such as experience, education, compleme etc)

In comparision with the rewards of others, inequity occurs when a person perceives that the ratio of his/her outcomes to input and the ratio of the relevant others' outcome to input are unequal.

The two (2) major premises,

Perception of inequity creates a tension in us

this tension motivates us to eleminate or reduce the inequity.

The greater the perceived inequity the stronger the tension greater is our motivation to reduce it.

Terrorism

Consequence management — For victims
- likely to become victims
- affected people

Outcomes of Psy trauma:

Succumb to trauma.

levels of — Pre-event functioning
- Post event functioning.

Reduced functioning that ultimately results in some Psy disorder & additional post event decline in performance

survival with impairment

Post event diminished functioning. followed by the failure to return to the previous levels.

Resilience

They bend not break

show good adaptation to post event circumstances.

Thriving. post traumatic stress growth.

Hardiness
- ability to cope
- well with a
- stressful
- situation.

by. Kobasa

Consequence management involves the use of Psy method to enhance capabilities of 1st responders improve escape & evacuation procedures for civilians, promote resilience in general population & lead victims of terrorism more effectively

Consequence management [involves the use of Psychological method to enhance capabilities of 1st] directs its efforts towards limiting the consequences of terrorist attacks.

~~# Stabilising the system after such attacks~~

+ve Psy
Multicultural Psy
Effective communication
Eclectic approach to therapy
Reduce of stress stressors.

HUMAN FACTOR Eg

ERGONOMICS.

has been used for designing effective emergency signs & alarms for civilian population Eg specially those present @ the sight of terrorist attacks

The knowledge of +ve Psy has been used for identifying human strengths that r likely to facilitate

Building up resistance to depression
Inner toughness in the face of adversity.
Building up resilience in the face of terrorism.
Stress exposure training is useful in this regard.

Victims of terrorist attack need to be treated with appropriate post traumatic & crisis Psychological steps. this should include,

CBT
Relaxation training
SD & IT
Reality Therapy ⟹
~~# Spiritual therapy~~

desensitisation of stressful situation
focus on self
several mode to Reality
~~top~~ lop-sided perception
↓
~~Biased perception~~
Reality tests / checks
[to accept the real world situation]

Kelly has highlighted the role & importance of every religion in the process of coping & the involvement of faith based community to receive social support

CISD [Critical Incident Stress Debriefing technique has also been found to be useful

Studies have also suggested that personal empowerment, Community based Edu. } can help to build resilience

↓- Education in the venture do address the issues faced by children & family who has lost father/husband in terrorist attack can be of help.

MILITARY Ψ

Meaning & scope of Military Ψ
Human Factor & Ergonomics in military
Training of Military personal
Counselling
Fit health

Military Ψ

Unique branch of Ψ